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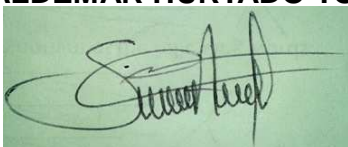
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TÍTULO COMPLETO DEL TRABAJO: Exploring the Roles of Parents and Students in EFL Literacy Learning

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2	Tareas de Aprendizaje del Inglés como Lengua Extranjera	Home EFL Literacy Tasks
3	Vinculación de los Padres	Parental Involvement
4	Roles de los Padres	Parents' Roles
5	Roles de los Estudiantes	Students' Roles

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Existe poca información académica sobre la vinculación de los padres de familia en el aprendizaje del inglés como lengua extranjera de sus hijos en el contexto colombiano. Este estudio cualitativo-descriptivo investiga los posibles roles de los padres y sus hijos en el proceso de aprendizaje del inglés desde las casas, con un énfasis especial en los roles



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de los padres y sus contribuciones al aprendizaje. Se proponen tres objetivos: (1) describir el comportamiento de padres y estudiantes mientras desarrollan tareas de inglés en casa, (2) explorar las percepciones de padres y estudiantes a cerca de su participación conjunta en el desarrollo de tareas de inglés en casa, y (3) identificar maneras en las cuales los padres contribuyen a que sus hijos aprendan el inglés como lengua extranjera. Diez y seis estudiantes de noveno grado de un colegio estatal y sus padres o adultos a cargo llevaron a cabo una serie de tareas de inglés en sus respectivas casas. Grabaciones en video, notas de campo, entrevistas cualitativas, y encuestas fueron implementadas como herramientas de recolección de datos. Los resultados demuestran que aunque los padres no dominan la lengua inglesa, ellos tienen el potencial de ayudar en el aprendizaje del inglés de sus hijos desde una perspectiva no lingüística con acciones como vigilar las tareas de los niños, facilitar condiciones de aprendizaje, moldear las mentes de los niños a cerca del inglés a través de consejos, y ofrecer retro-alimentación a los estudiantes en el desarrollo de las tareas de inglés en casa.

ABSTRACT: (Máximo 250 palabras)

There is little scholarly information about parents' involvement in their children's EFL literacy learning in the Colombian context. This exploratory-qualitative study looks into possible roles of parents and children in EFL literacy learning at home with an especial emphasis on parents' roles and contributions. The research study has a three-fold purpose:(1) to describe parents' and students' behavior when developing EFL literacy tasks



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at home, (2) to explore parents' and students' feelings and thoughts (perceptions) about themselves working together in EFL literacy tasks at home, and (3) to identify ways in which parents contribute to students' EFL learning. 16 ninth grade students of a state school and their parents or caregivers carried out a series of EFL literacy tasks in their respective homes. Video recordings, field notes, qualitative interviews, and surveys were implemented as data collection tools. The results demonstrate that even though parents do not have a command of the English language, they have proven to have the potential to help in EFL learning from a non-linguistic focus (e.g. monitoring children's homework, providing learning conditions, shaping children's minds toward EFL by giving advice, and giving feedback for the EFL homework development). Additionally, the participation of parents in EFL homework demonstrated to provoke varied positive behaviors of students toward EFL literacy learning.

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Exploring the Roles of Parents and Students in EFL Literacy Learning

Sergio Aldemar Hurtado Torres

Master thesis presented as a partial requirement to obtain the degree of Magister in English

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Dedication

To my loving parents; Aldemar Hurtado Cedeño and Dilia Torres Murcia, to whom I owe everything I have and everything I am. My exemplary parents always believed in me and gave me love, advice, support, and encouragement to reach my goals.

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Abstract

There is little scholarly information about parents' involvement in their children's EFL literacy learning in the Colombian context. This exploratory-qualitative study looks into possible roles of parents and children in EFL literacy learning at home with an especial emphasis on parents' roles and contributions. The research study has a three-fold purpose: (1) to describe parents' and students' behavior when developing EFL literacy tasks at home, (2) to explore parents' and students' feelings and thoughts (perceptions) about themselves working together in EFL literacy tasks at home, and (3) to identify ways in which parents contribute to students' EFL learning. 16 ninth grade students of a state school and their parents or caregivers carried out a series of EFL literacy tasks in their respective homes. Video recordings, field notes, qualitative interviews, and surveys were implemented as data collection tools. The results demonstrate that even though parents do not have a command of the English language, they have proven to have the potential to help in EFL learning from a non-linguistic focus (e.g. monitoring children's homework, providing learning conditions, shaping children's minds toward EFL by giving advice, and giving feedback for the EFL homework development). Additionally, the participation of parents in EFL homework demonstrated to provoke varied positive behaviors of students toward EFL literacy learning.

Key Words: *EFL Literacy Learning, Home EFL Literacy Tasks, Parental Involvement, Parents' Roles, Students' Roles.*

Introduction

Parental involvement in children's education has been largely explored in many countries (e.g. Widding & Berge, 2014; Hussain & Sultan, 2010; Necsoi, Porumbu & Beldianu, 2012; Cojocariu & Mares, 2014; Kukk, Rajalaane, Rei, & Piht, 2014). However, an exploration of studies developed in Colombia gave as a result only two investigations on parental involvement. The first of them focused on parents and general education (Espitia & Montes, 2009). These researchers analyzed the influence of parents in children's education taking into account socio-economic, cultural and educative aspects of the family; as well as families' practices, visions, meanings, and expectations in regard to students' education. The second study that worked on parental involvement in Colombia was developed by Avila Daza and Garavito (2009). These authors explored the implementation of EFL homework as a strategy to establish a link between parents and the school.

It is popularly thought that parents are the first (Brannon & Dauksas, 2012) and most valuable teachers for children (MEN, 2016). This makes sense when thinking of the time that parents might share with their children at home. Parents might become a valuable source (Widding & Berge, 2014) and support (Kukk et al. 2014) for children in education. This idea can be applied to the case of children learning a foreign language due to the fact that English learning is part of education. Parents may have the best position to influence on students' learning aspects, considering influential factors resulting from research such as parents' beliefs and attitudes (Cojocariu & Mares, 2014), parent-teachers cooperation (Widding & Berge, 2014), and parents' styles of education (Necsoi et al., 2014), among others. In some families, other relatives such as siblings take the role of parents (Gregory, 1998), and they may have much to offer in students' EFL learning. In the view of this evidence, parents might be potential helpers in the EFL learning process of their own sons and daughters.

The previous considerations, added to the need for further sources of possible solutions for EFL learning issues in schools are the main influence of this research project. Events happening outside the English classroom may affect children's learning. For example Senechal, LeFevre, Thomas, and Daley (1998) said that parents are able to support children's literacy learning by storybook reading at home. Additionally, Avila Daza and Garavito (2009) found that parents' help in children's homework produces positive effects on students' EFL learning. Thus, these kinds of events happening outside the EFL classroom, more specifically at children's homes, may represent a great opportunity to explore the contributions that parental involvement may offer to students' EFL literacy learning.

This qualitative study explores the variety of possible roles of parents and children in students' EFL literacy learning, with an especial emphasis on parents' roles and contributions. The present research study takes place in El Doncello-Caquetá, Colombia. 16 ninth grade students of a state school and their parents or caretakers carried out a series of EFL literacy task in their respective homes. Video recordings, field notes, qualitative interviews, and surveys were implemented as data collection tools. Those research actions were done aiming to characterize parents' and students' behaviors, attitudes, feelings and perceptions while developing EFL literacy tasks at home. Even though the main concern of this study is related to parental involvement, students' actions, reactions, and perceptions are highly relevant for reaching a better understanding of the parents' roles and significance in the EFL learning process.

This research report is divided into five chapters. In Chapter I, I will discuss the research problem, the research question and objectives of this study as well as the needs analysis that support the research idea. Characteristics of the context, justification, and the relevance of this study will also be presented. In Chapter II, I will describe the theoretical framework regarding parental involvement in EFL, the socio-cultural theory of EFL learning, related studies and main

concepts. Aspects of the research methodology will be specified in Chapter III while Chapter IV will present the data analysis and findings as well as the instruments implemented for the management, exploration, and interpretation of data. Finally, Chapter V will show the final conclusions that will answer the research question that moves this study, the pedagogical implications, and I close the report by proposing two ideas for further research.

Chapter I

Research Problem

Statement of the Problem

Brannon and Dauksas (2012) indicate that research studies report that parents are able to support children's literacy learning by storybook reading at home. Avila Daza and Garavito (2009) found that parents' help in children's homework produces positive effects on students' EFL learning. These previously mentioned findings make valid the idea that there are transcendental events happening outside the classroom that may affect children's EFL literacy learning. That is the case of home literacy events with participation of parents. According to Henderson and Mapp (2002), the cooperation of parents and school may be more helpful at obtaining better results in children's learning than parents and school working separately.

Previous studies on parental factors and parental involvement in EFL learning suggest that having involved parents favors students' EFL learning. For example, Brannon and Dauksas (2012) showed that parental involvement offers significant improvements in children's ESL expressive vocabulary; and Petchprasert (2014) suggests that parents' active involvement and positive attitudes toward foreign language learning may produce high levels of children's learning outcomes.

Ávila Daza and Garavito (2009) developed a research study on parental involvement in English language homework in Bogota-Colombia. These authors discovered that homework gave parents and children the opportunity to communicate their likes, feelings, and personalities. Walker, Hoover-Dempsey, Whetsel and Green (2004) enlighten three potential benefits of homework: (1) it lets parents and other adults know about children's learning contents; (2) homework promotes an environment in which children and parents can naturally talk about

school's events; and (3) homework gives teachers an opportunity to have the parents' perspectives about children's learning.

In the view of these mentioned benefits that are attributed to parental involvement and homework, it appears to be sensible to investigate on these issues in Caquetá-Colombia. This research study works on the researchable problem that students are possibly missing the potential help that parents may offer in children's EFL literacy learning. The present investigation aims to explore the actions and general behaviors of parents that may represent a contribution to students' EFL literacy learning. In Colombia, where English is taught as a foreign language and there seems not to be an English speaking environment, the job of teaching English becomes a challenging task. It is necessary to explore what is happening beyond the English classroom in the search for alternative pedagogical sources or EFL emergent pedagogies to improve the EFL teaching-learning processes.

The school community, including parents, seems to have the assumption that the only responsible of children's development as EFL learners is the English language teacher (Xuesong, 2006). Apparently, parents may feel disempowered for helping in this process due to their limited knowledge (Chen & Harris, 2009) about the foreign language. Thus, consistent with the Colombian Ministry of Education MEN (2006) that suggests that "if the parents or adults in charge of the children integrated actively in the education institutions' work, they would be able to establish clear objectives of their roles as educators" (p. 6), parents might need to develop a wider understanding of their own capacities and possibilities in regard to their children's EFL literacy learning. This study appears as a great opportunity to rescue parents as helpers in the EFL processes. If all this happens and a parents-school cooperation system starts, children will be the winners of all the process and all the time and effort invested will worth it (BavaHarji, Letchumanan & Bhar, 2014).

Needs Assessment

The assessment of needs was carried out by means of two different strategies; (1) a review of related researchable problems reported in the literature and (2) a Likert scale survey which included 10 positive statements based on the researchable problems review. These two strategies gave the support for the decision of the research problem that moves the present study.

Related researchable problems based on literature. According to web-based search, it seems like parental involvement in education has not been largely studied. Similarly, not many investigations on parental involvement in EFL learning are available in research databases. Though in relatively few studies, some interesting parental issues in reference to ESL and EFL have been investigated. Among those topics it is possible to find parents in reading programs (Brannon & Dauksas, 2012), parents' influence on English lexical development (Petchprasert, 2014), parents and English language homework (Ávila Daza & Garavito, 2009), siblings as mediators of literacy (Gregory, 1998), literacy events at home and within the community (Volk & De Acosta, 2001), grandparents and literacy learning (Jessel, Kenner, Gregory, Ruby & Arju, 2011), becoming school literate parents (Chen & Harris, 2009), parents expectations of their children learning ESL and EFL (Kung, 2009), parents' supportive strategies to English language learning (Xuesong, 2006), parents perceptions, decisions and influences in children language learning (Kim, 2011), parents' role in the home-school language pendulum (Mushi, 2001), family language policy (Shin, 2014), parental involvement and achievement in learning EFL (He, Gou & Chang, 2015), and parental beliefs about early EFL learning (Tekin, 2015).

This related studies review was determinant for the definition of the research problem. Many of these previous studies are relatively recent, which allows identifying an emerging interest and tendency for investigating parental issues in other countries and also in Colombia as

it is the case of Ávila Daza and Garavito (2009) who studied the implementation of English language homework as a strategy to create connections between parents and the school. This study worked on the importance of integrating parents in students' school life. These authors were interested in describing what happens when parents participate in their children's homework development.

Brannon and Dauksas (2012) studied the relation between parental involvement and the improvements of children's ESL expressive vocabulary. These researchers criticized that children belonging to non-English speaking families are in academic disadvantage. These authors affirm that parents in Spanish-speaking families have low levels of participation in literacy practices. Brannon and Dauksas (2012) also worked on the idea that reading aloud to children is one of the best manners of parental involvement. These researchers added that it is recommendable to assign literacy activities as homework, and parental storybook reading is seen as a positive influence for the development of early literacy skills of children.

Petchprasert (2014) worried about parents' backgrounds and beliefs about English language learning. These authors worked on children's development of lexicon through parental dialogic reading. This study problematized the idea of the influence of parents' income, beliefs and education on children's L2 learning. Lee and Bowen (2006) argued that low educated parents may show lower levels of involvement in their children's school activities as result of varied factors such as lack of knowledge of the school system, or past negative experiences in education.

The parental role in children's education is not only attributed to father and mother. Some authors argue that other family members also take part of that role. Gregory (1998) studied the role of siblings as mediators in literacy learning; she worked on the idea of moving beyond the paradigm of parental involvement in which the role of a parent is exclusively for father and mother. Volk and De Acosta (2001) problematized that literacy learning not only happens at

school; they argue that literacy also takes place at home and within the community. These authors stated that the literacy events happening at home and activities linking school and family are not enough as descriptors of children's literacy learning; it is necessary to move to an even wider and more complex view of children's language learning. That includes the events happening at home, the classroom, and even at the church. Additionally, Jessel et al. (2011) were interested in the relation between grandparents and children's literacy learning. These ethnographers argue that in the absence of parents regardless the reasons, grandparents become into the caretakers of children. Because of that, grandparents might have an influential role in children's learning and development.

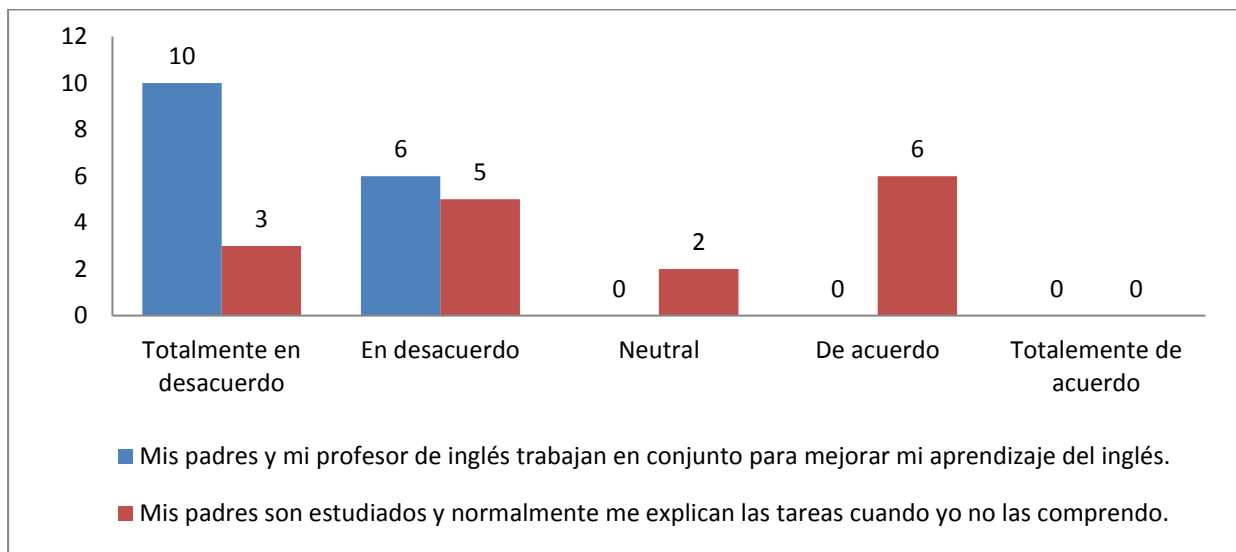
For having parents effectively involved in children's learning, Chen and Harris (2009) worked on the idea of becoming school literate parents. Understanding that the children show higher literacy outcomes when their parents are highly involved, Chen and Harris (2009) investigated the problem of building effective partnerships between home and school in children's L2 learning. These authors focused on the exploration of the manners in which parents develop their identities as school literate parents.

Xuesong (2006) viewed parental involvement more as a strategy to increase students' learning outcomes than a simple cooperation. This author was interested in reporting parents' supportive strategies implemented at helping their children's English language learning.

He, Gou and Chang (2015) examined the relation between parental involvement and students' achievement in learning EFL. These researchers worked on the theory of goals in which learning outcomes are somehow measured from the perspective of goal achievement. In this sense, this study tried to discover the effects of having involved parents on students' goals achievement in EFL learning.

Until this point, considering the previous related studies, it is possible to say that parental involvement in EFL may offer an interesting and potential source of alternative help in the English teaching-learning process and it seems that this has gone, with a few exceptions, unnoticed in the accessible literature reported about the Colombian ELT context.

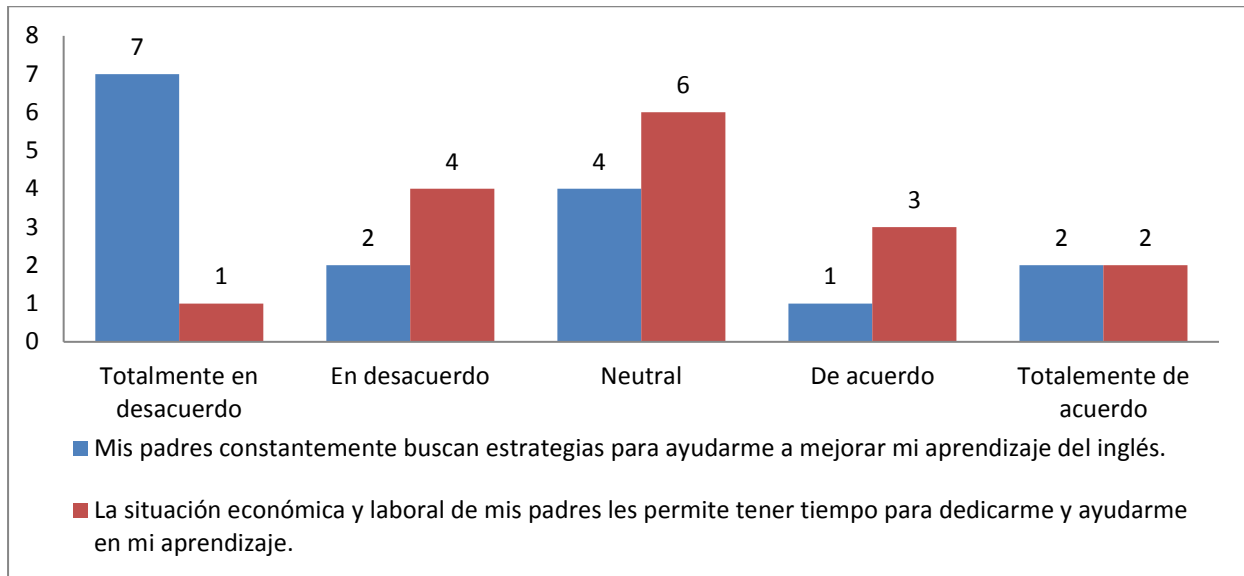
Needs analysis survey. A Likert scale was developed to collect relevant data about 9th graders' critical learning needs (Benesh, 1996) in regard to parental involvement. A total of 10 positive statements were constructed based on related literature. The Likert scale survey was carried out in Spanish to ensure validity and reliability of the results.



Graph 1. Points number 1 and 2 of Likert scale.

Results of point number 1 (blue bars in Graph 1) show that 16 out of 17 students disagree on the idea that parents and the English language teacher cooperate in favor of their EFL learning; thus, it seems clear that parents-teacher cooperation is an aspect that can be improved. From point number 2 (red bars in Graph 1) it is possible to say that apparently the parents' educational level is low. Additionally, it appears that parents are not habituated to help their children in the development of tasks. This facts result interesting from the research view; it would

be valuable to explore parents' actions at home in regard to children's EFL literacy leaning, including actions related to home EFL literacy tasks assigned to students.



Graph 2. Points number 7 and 8 of Likert scale.

Students' answers in point number 7 (blue bars in Graph 2), showed that only 23% of the students perceive parents who constantly look for strategies to help in children's EFL learning. This possibly can be explained by data of point number 8 (red bars in Graph 2), which seems to indicate that the parents' economic activities and jobs leave them little time available for helping children in their learning. However, other unspecified factors may prevent parents' from helping in children's EFL learning. Most of the information produced by the Likert scale suggested that parental involvement can be improved to favor students' EFL learning.

Setting and Rationale

The present study took place in El Doncello-Caquetá, Colombia. At the beginning of the project, the participants were 17 students and their parents or caretakers. However, one student left the school and the group was reduced to 16 students and their parents. The learners were

aged between 13 and 16 years old. They studied ninth grade at Jorge Abel Molina (JAM for brevity) School. JAM school has an emphasis on English as a foreign language. With only two years of experience, this school is still a novice in the bilingual process.

The school has three headquarters; two elementary schools work in La Libertad and Belalcazar neighborhoods respectively. In the main headquarter, one primary school and one secondary school work in different shifts. The school served a total of 610 students by the time the project was carried out. This population makes part of the poorest population of the municipality. The commercial zone of the town is just two blocks away from the school. Most of the students live more than 8 blocks from the school and approximately 20% of the total of students came from farms around the town.

In Colombia, English is taught as a foreign language and its teaching practice is regulated by the National Ministry of Education (MEN). In 2006, the MEN established the basic standards of competence for English teaching in Colombia. Those standards were based on the Common European Framework of Reference for Languages (CEFRL) and its formulation was done in cooperation with the British Council and the National Bilingualism Program. Cecilia María Velez White, who was the Minister of Education in 2006, saw the importance of learning a second language in the current world. Velez (2006) said that there is an urgent necessity for a global language in view of peoples' need for communicating with the world and for traveling to other nations.

This initiative of the MEN of standardizing ELT in Colombia appears to be an attempt to facilitate the bilingual process in our country and makes part of the big goal set by the National Bilingualism Program. This goal consisted of producing, by the year 2019, school graduates who classify in the B1 level of English use according to the CEFRL. However, it seems like many aspects have been unconsidered. For example, Colombia is proud of its cultural variety and

diversity; something that was not taken into account by the MEN when putting in action the standards of competence. Additionally, schools are apparently full of needs that must be covered (infrastructure, technological tools, didactic materials, etc.), and a bigger number of EFL teachers may be necessary to accomplish such as important and ambitious purpose.

With the present of the EFL in Colombia, English teachers in a department such as Caquetá and more specifically in a municipality like El Doncello must look for strategies and alternatives to respond to the MEN requirements and fixed goals. In the view of this challenging situation, parents appear as potential allies for teachers and schools in the rigorous and beautiful task of EFL teaching. Parents might have a privileged position to contribute to the achievement of educational goals by exercising their authority in the different parenting styles; authoritarian parents, permissive parents and authoritative parents (He et al. 2015).

In the immediate context, this qualitative, explorative and descriptive study is expected to impact on the parents of JAM school. Its results will hopefully serve as inspiration and example for other parents to gain empowerment and to find the motivation to assume an active role in their children's EFL literacy learning. In the regional and national level, this study will serve as reference and inspiration for other English teacher researchers to explore parental involvement in EFL learning, and also to recognize parents' potentials as teachers' allies in the EFL teaching-learning process.

A secondary but not less important objective of this research project is to create foundations to a future action research on parental training for helping in the EFL process from homes. The potentialities of parents may be better exploited if they receive the appropriate preparation. Additionally, parents' weaknesses or challenges are opportunities to improve. Parents may be able to overcome their challenges giving place to a wide range of abilities,

capacities, and possibilities to help their children's EFL literacy learning. Thus, parents may incidentally apply those new potentialities to help children in other school subjects.

As this study works on home literacy events that may influence ninth grade students' EFL learning, I can say that the overall of this study is placed in the category of 'development of the communicative competence in the English language in secondary and university education'. This category is one of the research emphases proposed by Universidad Surcolombiana for the thesis research.

Research Question

During years, parental involvement in general education has represented one of the biggest concerns for teachers. This study worries specifically about parents' participation in EFL learning. Parents and school working together may produce better results in students' learning than parents and school working independently (Henderson & Mapp, 2002). Many previous research studies on parents' factors and parental involvement in EFL learning put in evidence that having involved parents is useful in students' EFL learning (e.g. Widding & Berge, 2014; Necşoi, Porumbu & Beldianu , 2013; Brannon & Dauksas, 2012; Cojocariu & Mares, 2014; and Ávila Daza & Garavito, 2009).

Other researchers suggest that not only parents have an important role in language learning. Especially literacy learning is co-constructed between the learner and other members of the family or the community. Those members can be siblings (Gregory, 1998); grandparents (Jessel, Kenner, Gregory, Ruby, & Arju, 2011); or people which the learners interact with in their daily activities (Volk & De Acosta, 2001). The Likert scale applied to the participants showed that there is a low level of parents' participation in their children's EFL learning at JAM school. The present research project aims to answer the question "What contributions does parental

involvement in children's EFL literacy tasks offer to EFL outcomes of ninth grade students at Jorge Abel Molina School?" The general purpose is to explore the parents and students' roles in the EFL learning by engaging parents into an EFL literacy tasks program.

Research Objectives

The research problem in this study is the apparent fact that the students are missing the potential benefits that parental involvement may offer in EFL learning. The present inquiry explores the possible contributions that parents may offer to children's EFL literacy learning. To do that, three main research objectives were established; (1) to uncover the parents and students' behavior when developing EFL Literacy Tasks at home, (2) to explore the parents and students' feelings and thoughts (perceptions) about parents and students working together in EFL Literacy Tasks at home, and (3) to identify the manners in which parents contribute to students' EFL learning. Next chapter will present the theoretical framework consisting of the description and analysis of important previous investigations, and a discussion of the main theories and constructs embedded in this qualitative research study.

Chapter II

Theoretical Framework

Most research studies in regard to parental involvement that are found in literature focus mainly on parental involvement in general education (e.g. Espitia & Montes, 2009; Widding & Berge, 2014; Hussain & Sultan, 2010; Necsoi, Porumbu & Beldianu, 2012; Cojocariu & Mares, 2014; Kukk, Rajalaane, Rei, & Piht, 2014). However, parental involvement in English language learning and other related aspects appear to have gained popularity during the last decade; as a number of research studies have been developed on these topics (e.g. Brannon & Dauksas, 2012; Petchprasert, 2014; Ávila Daza & Garavito, 2009; Jessel, Kenner, Gregory, Ruby & Arju, 2011; Chen & Harris, 2009; Kung, 2009; Xuesong, 2006; Kim, 2011; Shin, 2014; He, Gou & Chang, 2015; Tekin, 2015).

This qualitative study explores the roles of parents and children during the development of EFL literacy tasks at a state school in El Doncello-Caquetá (See Chapter I). This is done as an attempt to identify the varied manners in which parents might contribute to their children's EFL literacy learning. The first part of this chapter develops the concept of parental involvement in EFL literacy learning and presents the main contributions made by parents to their children's English language learning in the form of a related studies review. Then, I present the idea that parents are influenced by a variety of inherent factors that may affect their involvement in children's learning. This chapter also expounds the Colombian policy view of parents' roles in students' EFL learning, and the socio-cultural theory of language learning. Finally, I conceptualize what is understood as EFL literacy and home EFL literacy tasks.

Developing the Concept of Parental Involvement in EFL Literacy Learning

To develop an understanding of what parental involvement in EFL literacy learning means, it is necessary to start from the general education perspective. Necsoi et al. (2012) expressed that parental involvement refers to parents' actions in their children's education as at home as at school. These authors also pointed that there are many forms of parental involvement; parents' expectations and aspirations, rules at home and supervision, parents-children communication, students' activities at home, and parents' attitude in regard to school. This last includes checking homework, communication between parents and teachers, and parents' participation in students' school activities (Necsoi et al. 2012).

Some researchers have been interested in classifying parental action in children's education. For example, according to Ringenberg, McElwee and Israel (2009), it is argued that there are six categories of parental involvement. The first of them is "Parenting" which refers to parents' actions conducing to students' learning and cognitive development inside or outside the school. The second is "Communication". This term embraces all the communication between home and school in relation to children's academic information. "Volunteering" appears as a third construct and it includes actions such as attending school events overarching from classroom activities to institutional events. The fourth term is "Learning at Home" which is related to school work; helping with homework, encouraging willingness at school, and giving emotional support to children in school challenges. As a fifth construct, these authors speak about "Decision-Making" which refers to the extent of parents' influence on students' interests and school environment. And the sixth and last term of this classification is "Collaborating with the Community". It is related to parents' knowledge about the community resources and how to use those resources to support students' learning.

Cojocariu and Mares (2014) stated that the most common types of parental involvement are supervising children's behavior inside and outside the school, helping in homework development, and maintaining communication with the school. For these authors, the most effective activities are controlling behaviors outside the school and maintaining communication with the school.

From Bakker and Denessen (2007), there are additional aspects that influence parental involvement such as parental beliefs, attitudes, and values; parents' positive beliefs about taking an active role in students' education, having high aspirations for their children, and having a positive idea of their efficacy to help children to learn (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins & Closson, 2005).

In this study, parental involvement is seen from the perspective of EFL learning. Thus, the present study understands parental involvement in EFL literacy learning as a multidimensional construct (Ringenberg et al., 2009). Thus, parental involvement in children's EFL literacy learning is the compendium of parents' actions that can be directly or indirectly related to their children's EFL literacy learning. According to Necsoi et al. (2012), among the parents' actions that have been reported in research it is possible to find the supervision and application of rules at home, parents-children communication, monitoring students' activities at home, checking homework, communicating with teachers, participating in students' school activities, supervising children's behavior inside and outside the school, helping in homework development, and maintaining communication with the school, limiting TV watching time, applying discipline rules for children, controlling time for sharing with friends, accompanying children in sports, and going to cultural events with children (Bakker & Denessen, 2007).

Additionally, research studies have also found that apparently parental involvement in EFL learning is influenced by many variables that are inherent to parents as ordinary human beings. Among those variables reported in research we have parents' beliefs, attitudes and values toward EFL learning, parents' enthusiasm, and parents' positive beliefs about their role in students' learning as well as parents' aspirations for their children, and self-confidence at helping children to learn EFL (Bakker & Denessen, 2007). Yet little research has been conducted in the Colombian context and it is necessary to explore parental involvement in EFL from the local perspective. In this way, it is expected to find out contextualized and reliable results in regard to this topic.

Moreover, this study goes beyond in the understanding of the role of parenting. Acting as a parent in students' learning is not an exclusive role for fathers and mothers; other relatives such as siblings (Gregory, 1998) and grandparents (Jessel et al., 2011) can also assume the role of parents in regard to children's learning. Volk and De Acosta (2001) also referred to families as resource systems; from this view parents and other children's relatives are seen as sources of help and resources providers that have the potential to offer benefits to children's literacy learning.

Background of Parental Involvement Contributions to Students' Learning and its Relation to EFL Literacy Learning

When speaking about parental involvement and the manners in which parents can contribute to children's learning, it is important to review the findings from related research studies. Researchers have focused their interest on the relation between parental involvement and school achievement. Brannon and Dauksas (2012) highlighted that parental involvement offers many benefits including making children obtain better results in elementary and secondary school.

He et al. (2015) affirmed that a manner in which parents take part of children's learning and school performance is by offering support to students in cognitive and emotional aspects at home. These researchers exemplified that parents' help with homework, as part of parental involvement, affects positively the interest of students in the development of school assignments and administration of study time at home.

Necsoi et al. (2012) pointed out that the manners in which parents exercise their authority may contribute to students' outcomes. These authors presented the classification of parenting styles proposed by Diana Baumrind (1971). This classification of parental styles includes three main types of parents: permissive parents (permissiveness), authoritarian parents (authoritarianism), and authoritative parents (authoritativeness). From Necsoi and her colleagues, children perform better in the school if they have authoritative parents. Apparently, authoritative parents are those who demonstrate high levels of warmth, supervise children, and promote students' psychological autonomy.

By their part, Henderson and Mapp (2002) argued that Parental involvement exercises influence on variables such as standardized tests' results, students' involvement in challenging academic activities, the promotion from one course to the next one, the classes' attendance, the home and school behavior, the adaptability, and the social interaction at school.

From the view of Pavalache-Ilie and Tirdia (2014), parents' actions may influence students' education. These authors argue that the parents' more important educational actions may be maintaining communication with children, offering help in homework making, talking about learning progress and school issues, taking children to extra classes, and being in contact with the school (Henderson & Mapp, 2002), and monitoring children's social and psychical environment towards school success (Hoover-Dempsey et al., 2005).

These previously mentioned contributions that researchers have attributed to parental involvement in general education allow thinking that some or most of those contributions may apply for the case of EFL education. Moving to this topic of parental involvement in EFL learning and teaching, it is possible to find some reported contributions that parents may offer to Children's EFL learning. In language learning research, parental involvement is usually seen as a factor that contributes to learners' language (Xuesong, 2006). Chen and Harris (2009) stated that parents' knowledge about their children, and parents' beliefs in regard to literacy practices influence students' literacy learning. From the work of Er et al. (2012), parents are thought to be able to help in the language development of their children; for example parents' can contribute to students' literacy development by reading stories to their children.

Even though the reported parents' contributions to children's EFL learning, further research is still necessary to find out other manners in which parents may help in the EFL literacy learning of their children.

Parental Issues as Inherent Determinants of Parental Involvement in Children's EFL Literacy Learning

The present study sees parental involvement as a parents' behavior that is affected by inherent factors such as parental styles (Necsoi et al., 2012), and other parental factors including parents' socio-economic status (Butler, 2013). Researchers have worked on parental factors that may affect parental involvement and consequently affect children's learning. According to Necsoi et al. (2012), the academic achievement of students is influenced by parenting styles and parental involvement. From these authors view, the classification of parenting styles proposed by Baumrind (1971) indicated that authoritative parents have more opportunities to influence positively on children's learning than authoritarian or permissive parents.

Butler (2013) found that research studies' results generally associate the students' English development and school achievement with their Socio-Economic Status (SES) which is usually measured according to parents' income, education level, and occupations. This idea suggests that children whose parents have higher SES might perform better in education than those children who live in lower SES families.

Additionally to SES, another parents' factors may affect students' learning. Butler (2013) reported four categories of parental factors. The first of them is "the characteristics of parents, family, and neighborhood"; this category includes occupations, income, marital situation, family size, and cultural customs. The second category is "parents' beliefs and behaviors" which is influenced by parenting styles, beliefs of efficacy, and understanding of the world among others. In the third place, it is "the parents' specific beliefs about children. Ideas about children's capacities and expectations of children's success make part of this category. Finally, the fourth item of this classification is "the parents' specific behaviors". Those behaviors include the parent-child sharing time, pedagogical strategies, occupational guidance, and general encouragement, among others. According to this view, the influence of the four factors on children's achievement depends on the specific child's characteristics; gender, aptitudes, attitudes, and personality.

When thinking of parental factors that influence parental involvement, it is important to think not only of positive actors but also those aspects that may affect negatively the parents' actions in regard to children's learning. Cojocariu and Mares (2014) referred to those negative influential factors as "Barriers in parental involvement" (p. 654). For these authors, the term of barriers in parental involvement is related to the varied diminishing, restricting and conditioning factors that may prevent parents of getting involved in their children's learning.

The more salient barriers in parental involvement categorized by Cojocariu and Mares (2014) are the inferiority feelings of parents; economic issues, families with a single parent, the parents' doubts about being competent to help in homework making, absence of parents-school communication, the parents' ignorance of their children's school lives, low educational level of parents, and ideologies in which the school is the only responsible for education.

Those varied parental factors previously mentioned may affect parental involvement in their children's EFL literacy learning. Parents are human beings that are influenced by diverse economic, social, and cultural factors; those factors may hinder the parents' accomplishment of their roles in education (MEN, 2006).

The Role of Parents in Students' EFL Learning: The Colombian Policy Panorama

The "Ministerio de Educación Nacional MEN" (Colombian Ministry of Education) published three main regulatory documents in regard to EFL teaching in this country; the "Derechos Básicos de Aprendizaje DBA" (Basic Rights of Learning), Pedagogical Orientations and Principles for DBA, and Book for Parents. All these three important papers are part of the Plan Nacional de Bilingüismo PNB (National Bilingualism Program) and parents are given different roles in each one of these documents.

The ministry of education Gina Parody (2016) explained that the DBA are not only orientations to EFL teachers but they also involve the complete education community. Parody (2016) clarifies that the "comunidad educativa" (education community) includes parents, tutors, students, and every agent that take part of girls', boys' and teenagers' education.

In the document of DBA (2016) for English teaching, Learning English is seen as a right for every Colombian child. This regulatory paper is a tool that the MEN offers to the education community to favor children's EFL learning. Specifically to the family, the DBA include in their

objectives the idea of allowing families to identify and interpret the learning issues of students to generate supporting and helping actions from home. At the same time, parents may take part of the school's decisions.

In another document published by MEN (2016), which is denominated Pedagogical Orientations and Principles for DBA; it is stated that fathers and mothers have the right to know what their children learn at school. Additionally, the same document expresses that parents also have the doubt to offer the necessary support to their children in education. In that way, parents might strengthen the children's school learning.

The MEN (2016) proposes that in virtue of the main educational objective, which according to its view it is the integral formation of students, parents and mothers become the axle of such as important mission. Since MEN's point of view, people's foundation of values, personalities and customs happens inside a family nucleus. Additionally and according to MEN's propositions, parents must be conscious of the importance of English learning in terms of personal, cultural, and intellectual development opportunities for their sons and daughters.

In an older but still valid document, the MEN (2006) establishes the parents' roles in children's education; the "Cartilla para padres" (Book for Parents). In this paper, the MEN states that the family is the natural ambit of children's development. This book for parents proposes that the family, in current times, must be understood as the organization in which all the members participate actively in children's education; showing social responsibility in favor to children and the society.

The MEN (2006) presents the Book for Parents as a tool for parents with a sense of responsibility about their children's formation. According to this paper, parents are prone to be exposed to a conflict between what they know, what they must do, and what they can do as parents.

The Book for Parents proposes that if parents or caretakers get actively involved in the educative institutions' activities, they will probably be able to clarify their objectives in regard to their roles as educators. Additionally, this document also suggests a set of actions that educative institutions, as well as parents must do to contribute to students' education; to be informed of the basic and job competences that students must develop and the manner in which students are evaluated, to take part of the improvement plans of schools, to promote reflection about family's daily life, to establish constant communication between parents and teachers, and to foster family member's participation in the teaching-learning process of children.

The MEN (2006) let to know their perception that the role of being a parent is one of the most challenging roles of the society. In the Book for Parents, the MEN states that parents are human beings that are affected by varied factors such as social, economic and cultural aspects; and those factors may hinder parents to carry out their parental actions in terms of children's education. In the MEN's ideology, to be parents means to be the first educator of children, to be the mentors of new generations, to hold the responsibility of the integral formation of children, and to be actors in the education that children receive at school.

A Socio-Cultural Understanding of Language Learning and the Value of the Mother Tongue

In the present qualitative study on parental involvement, EFL learning is seen from the socio-cultural perspective. Chen and Harris (2009) state that a number of research studies have worked on the importance of maximizing children's literacy at school, and that is done by focusing on children's experiences in literacy. These authors suggest that someone's literacy context shapes his/her predispositions to literacy. That predisposition is better explained in this author's paper by using the term "habitus"; which makes reference to tendencies such as usual

literacy practices that become routine and texts that result interesting, common literacy purpose and the manners in which people engage.

From Chen and Harris (2009) settings in which children interact affect their predispositions and the manner in which they understand the world and develop cultural resources. These authors suggested that those resources may serve as cultural capital at the school where those resources become tools to validate and assist their learning process and their school participation.

Chen and Harris (2009) expressed that learning is more than simply the mastering of new information. For these researchers, learning happens in a community and occurs in many types of practices and participation. From this view, to become a community member, a person needs to take part of communities of practice and engaged actively in the activities of the community. As expressed in Chen and Harris (2009), communities of practice are seen as resources in which members share activities and establish relationships among them and with the immediate context; expertise members may transfer the understanding of community practices to novice members. These researchers also spoke of 'legitimate peripheral participation'. It is described as a learners' change of roles as participants in learning activities; characterized by moving from low levels of participation to becoming more active participants.

Kim (2011) expressed that the first language (L1) is important for students to develop their identity as English Language Learners (ELLs). For example, according to this researcher, the mother tongue may facilitate the access of learners to community resources and the development of the English language may also be favored. For Kim (2011), home language is a crucial aspect to ELLs development because parents and communities result to be vital sources of social capital. From this perspective, children may receive social capital when they share time with their parents and when they take part of education activities.

EFL Literacy

To develop the concept of EFL literacy, it is necessary to understand first the general understanding of literacy as such. Chen and Harris (2009) conceive literacy as social practice because it is influenced by socio-cultural contexts in which literacy takes place. For Volk and De Acosta (2001), literacy as a socio-cultural process that happens in varied manners and settings. As explained by these authors, they use the term ‘literacies’ due to the variability of what means literacy. From these ethnographers, different societies value certain literacies more than others. Volk and De Acosta (2001) exemplify that a number of industrialized societies tend to give more value to literacy in the form of reading and writing, and that is evidenced in the amount of time and practice devoted in schools.

Volk and De Acosta (2001) also used the term of ‘literacy events’. These authors described literacy as “any occasion in which a piece of writing is integral to the nature of the participants’ interactions and their interpretive processes”, and are seen as interactions that occur in specific situated contexts. Additionally, Volk and De Acosta (2001) spoke of ‘literacy practices’ which include literacy events. These researchers explained that literacy practices are usual cultural manners of implementing the written language; the varied activities of the life in which literacy is used.

For the present study; drawing on Chen and Harris (2009) and Volk and De Acosta (2001), EFL literacy refers to every socio-cultural interaction in which EFL is used. Literacy events (Volk & De Acosta, 2001) happening at home in regard to EFL literacy learning are examples of those socio-cultural interactions and are also the focus and main source of research actions in this study.

Conceptualizing Home EFL Literacy Tasks

The term of ‘Home EFL Literacy Tasks’ is related to homework; thus, first of all, it is necessary to understand what ‘homework’ means. In literature, it is possible to find some important concepts for homework. Avila Daza and Garavito (2009) defined homework as assigned tasks intended to be developed with parents out of class in a collaborative work. These authors indicate that homework is a potential tool that offers three main benefits; helps parents and other adults to be informed of children’s learning, offers children and parents the opportunity to speak about school events, and gives teachers the chance of listening to parents’ voices in regard to children’s learning.

For Kukk et al. (2014) homework in education is seen as an outside-lesson assignment that the teacher gives to the students. For these researchers, homework has varied functions. Among those functions it is possible to find practicing, using and confirming lesson’s contents, cultivating independent habits of study that favor discipline, and increasing students’ interest in the subject.

As expressed in Kukk et al. (2014) homework increases learning efficiency, demonstrates learning outcomes, prepares students for tests, and favors the development of intellectual skills. “Homework supports learning in at least one of four ways: pre-study, comprehension, practice and processing. Homework can be used as an introduction to a topic or provide a more comprehensive understanding of the material” (Kukk et al. 2014, 136).

Other contributions from Kukk et al. (2014), suggested that parents may have an important role in regard to homework. For these researchers, parents assume part of the responsibility of homework development when their help is added to children’s efforts in homework making. These investigators also state that parents are providers of resources,

locations, encouragement and support to study in homework time. In this sense, parents-teachers cooperation is necessary to increase homework usefulness. “Teachers and parents should work together in creating a supportive homework environment” (Kukk et al. 2014, 136).

Kukk et al. (2014) valued the importance of parental support in homework making. They think that a positive attitude of parents in regard to homework affects positively children’s attitude and will increase the possibilities of higher academic outcomes.

Based on the work of Avila Daza and Garavito (2009), this study understands Home EFL Literacy Tasks, as specific EFL literacy learning activities assigned by the English language teacher to be developed by the students with their parents’ or caregivers’ help at home. These assignments include EFL learning activities for practicing lesson’s contents (Kukk et al. 2014), and are intended to promote different manners of parental involvement in children’s EFL literacy learning (Avila Daza & Garavito, 2009).

Chapter III

Methodological Design

Research Approach

The present study aims to explore the varied roles, feelings, and perceptions of students and parents while developing EFL literacy tasks at home; and the manners in which parents may contribute to children's EFL literacy learning. To accomplish these objectives, this study follows the 'Qualitative Research Approach'. Some characteristics that make the present study a qualitative one, as presented in Hatch (2002) are the following: (1) Natural Settings; the research objective is to explore natural and free human behaviors as it is the case of parents and students making EFL literacy tasks at home. Heigham and Croker (2009) affirmed that qualitative studies include settings such as homes, workplaces, and classrooms. (2) Participant Perspectives; the participants' voices is a determinant source of data as the data collection strategy includes interviews that seek for the participants' perceptions. (3) Researcher as Instrument for Data Gathering; the collection of data for this study is carried out directly by the researcher by means of varied instruments such as participant observations (field notes), artifacts, and transcriptions from interviews, literacy events, and open-answer surveys. (4) Wholeness and Complexity; the interpretation is complex in the manner in which it is expressed because the results are not numeric neither statistical. Consistent with Hatch (2002), the results are presented in terms of detailed descriptions and interpretations that aim to give the reader a crystal clear understanding of the situation explored. And (5) Inductive Data Analysis; the information gathered from parents and students interactions is analyzed in search for shared and correlated patterns that shape the interpretations.

Type of Research

The type of research for the present study is Exploratory and Descriptive (Hernández, Fernández, & Baptista, 2006). It is exploratory considering the novice of the study, the fact that the topic of parental involvement in EFL literacy learning offers few reported research findings; and especially because after an extensive search, parents' and students' roles in EFL literacy learning at home do not report any scholarly information. The present study also has a descriptive character. Consistent with the work of Hernandez et al., (2006); in this study, I describe the literacy events happening at home in which parents and students participate. As to make a clear description of a phenomenon it is necessary to have an extend to prior knowledge (Hernandez et al., 2006), this research study will describe the parents and students' interactions in the process of EFL literacy learning by means of theories coming from related contexts and situations such as parental involvement in general education, parental involvement in ESL learning, and parental involvement in EFL learning; however those theories are not grounded in the specific context of this study.

In the view of the limited background of these kinds of studies in the local context and the also limited theory underlying parental involvement in EFL literacy learning, the data analysis for the present qualitative research study will use aspects of Grounded Theory. As expressed in Creswell (2003), grounded theory looks for producing general, abstract theory of a specific action, process, or interaction, with foundations on the study's participants views. Consistent with this idea, the present study tries to grow contextualized theory that explains the literacy events and roles undertaken by parents and students during the development of home EFL literacy tasks.

Participants

The participants of this qualitative study are 16 ninth-grade students and their parents or caregivers. The learners were aged between 13 and 16 years old. They studied at Jorge Abel Molina School. The relationship between the adults and the students were varied; one aunt, two older sisters, one father, one mother in law, and ten mothers.

Purposive sampling was implemented at the moment of selecting the population for this study. This is coherent with the descriptive character of the present research study. Dawson (2002) explains that purposive sampling is a good option when the purpose of the study is to describe rather than to make generalizations. As explained in Dawson (2002), purposive sample allows the researcher to make a selection of participants according to the specific objectives of the study and many aspects that the researcher finds relevant to consider. Drawing on this idea, the aspect of convenience was taken into account. In convenience sampling, ease of access is the main reason for researchers to select the sample of a qualitative study (Ritchie et al., 2003). The 16 students selected for the present inquiry belonged to the same course-group and the researcher was the teacher in charge of the group; this facilitates access to the group and also access to parents by means of school meetings. Additionally, the sample size was not too big; which is convenient considering the possible challenges of researching at students' homes.

In the development of the study, I am a teacher participant. I am the designer of the research actions as well as the instruments and basic materials such as the home EFL literacy tasks, the surveys, and the qualitative interviews. Additionally, I am a participant observer. Guest et al. (2012) explain that being a participant observer is not simply to be part of a social environment; being a participant observer includes accomplishing the role of a researcher and all what it implies (recording voices, sounds, and images; taking notes, and try to develop interpretations of behaviors by means of questions designed for that goal).

Ethics of Research

As part of the Ethical responsibility of a research process, the participants signed a consent letter (see Appendix A) in which they gave their approval and acceptance to participate in this research study. In this case, as the students were all not older than 18 years; the parents were the ones with the power to grant the mentioned approval. Jorge Abel Molina School was also informed of the development of the present qualitative study by means of a notification letter (See Appendix B). It is important to give an appropriate treatment to the information collected from the participants because students and parents could be negatively criticized by other people, and also because of the possibility for the participants to feel that their privacy is being somehow violated. Additionally, having this agreement for information management with the participants may give the participants the necessary confidence to behave naturally along the study; the reliability of research results may be favored from such confidence.

Among the actions undertaken to protect the participants' interests, this study avoided to report the names or any other information that identify the participants, avoided to produce any form of prejudices or negative judgments, and analyzed parents' and students' behaviors from a positivistic perspective rather than a negativistic or deficit perspective. This manner of administering the information collected guarantees a responsible and respectful response to the participants' faith on the researcher.

Data Collection Instruments and Procedure

The collection of data is critical in any research process. Yin (2011) stated that the data obtained are the foundations for an investigation. Following the present study's objectives, the data collection instruments chosen are qualitative interviews, surveys, observations, and artifacts.

General Procedure. After describing each one of the data collection instruments, here I briefly indicate the research actions developed. The pedagogical actions in this study started by carrying out four EFL lessons (one per week) in which one EFL literacy task per lesson was assigned to the 16 students. Field notes and video-tapes were taken from the lessons as part of the observation process. The development of the EFL literacy tasks happened at students' homes in interactions between students and parents. Field notes and video-tapes were taken from three students' and their parents' home interactions. The EFL literacy tasks produced final outcomes that were taken as artifacts. By the end of the four weeks of pedagogical actions, semi-structured interviews were applied to the three students and three parents that were video-taped at home; also field notes were taken as part of the observation process. For the rest of the sample (thirteen students and their parents), open answer surveys were applied. Interviews and surveys aimed to gather information about parents' and students' feelings and thoughts in regard to their experience at developing EFL literacy tasks together at home. Every piece of data gathered was transcribed and then analyzed by using the software "Atlas.ti". The focus of the analysis was parents' and students' roles, feelings and thoughts.

Qualitative Interviews. In this study, qualitative interviews are implemented as a strategy to collect data of how parents and students lived the home interactions and their perspectives about those events. According to Warren (2002) in Gubrium and Holstein (2002), the aim of qualitative interviews is to develop an understanding of the respondents' meaning of their experiences. Richards (2009) in Heigham and Croker (2009), expressed that a qualitative interview is a conversation which has a purpose, and its objective is to explore respondents' experience and views. In this study, the interviews took place at parents' and students' homes, in their natural daily conditions, and as a spontaneous conversation between students and parents

with the researcher. As expressed by Warren (2002) in Gubrium and Holstein (2002), the context is part of the data and it is something that cannot be taken off the process of interviewing.

Surveys. In the present qualitative study, surveys are ‘open response questionnaires’. According to Brown (2009) in Heigham and Croker (2009), an open response questionnaire is a list of questions intended to explore the participant’s thinking about a determined topic; and the items include a blank space disposed for the respondent to answer by using own words. Because of the qualitative and exploratory character of this study, surveys result appropriate as data collection strategy. Brown (2009) in Heigham and Croker (2009), states that open-response items are suitable for exploratory studies; and consequently, these types of items are associated with qualitative research. Due to the challenges of interviewing the full sample of participants in their homes, open-response questionnaires appeared as an effective alternative to gather information from parents and students in regard to their experience in the development of EFL literacy tasks at home.

Observations. This study implemented observations as data collection instrument from the qualitative perspective. According to Cowie (2009) in Heigham and Croker (2009), qualitative observation is a conscious examination of people’s behavior in their natural settings. From this author, those settings include the classroom, or any place where the use of the language is studied; for example the language learners’ homes. Because of the specific research situation in which the object of this study involves the researcher as a language teacher, the type of observation is ‘participant observation’. From Cowie (2009) in Heigham and Croker (2009), being a participant observer includes two actions at the same time; participating in the phenomena explored and observing a determined context. As the participant observer, the researcher must take detailed notes of the events observed; those are written records are called ‘field notes’.

Field Notes. During the development of research actions in this study, field notes were taken as part of the observations process, and as a complement for other data collection procedures. Those notes were aimed to have a record of relevant events, and they served as support to future interpretations. Hopkins (2002) indicates that field notes serve as a strategy to report observations, reflections and reactions. According to this author, those notes should be written as soon as possible after the phenomena studied happened. Video-tape recording was also implemented as a complementary strategy to data collection. Video-tape recordings were taken from home interactions, EFL lessons, and qualitative interviews with parents and students. As expressed in Hopkins (2002), video-tape recordings are useful to provide a basis for diagnosis, and it is a source to make detailed examinations of events.

Artifacts. The results of the EFL literacy tasks developed by students with the help of parents at home are seen as ‘artifacts’ in this study. As expressed by Heigham and Sakui (2009) in Heigham and Croker (2009), artifacts can take different forms; those can be results of exams, past English grades, lesson handouts, or past videos or pictures. In the present study, the artifacts were produced by students and parents as a result of a worksheet assigned as home EFL literacy task.

Instructional Design

This qualitative study on parental involvement in students’ EFL literacy learning works on the idea that students are possibly missing the potential help that parents may offer in children’s EFL literacy learning. The pedagogical strategy consisted of the assignment of EFL literacy tasks to be developed by the students with parents’ help at home. The interactions between parents and students at home are studied by means of observations, qualitative interviews, open-response questionnaires, and students’ artifacts. Exploring what is happening

beyond the English classroom, for example at children's homes, will possibly bring to light new alternative pedagogical sources or EFL emergent pedagogies to improve the EFL teaching-learning processes. Additionally, it is hoped that parents rediscover themselves and get empowered to help in children's EFL learning when they better understand the possible manners in which they can contribute to this process.

General Instructional Objectives. To carry out the pedagogical strategy of this study, two main instructional objectives were proposed. The first one was to involve parents in the development of EFL literacy tasks with their children at home, and the second objective was to have access to students' homes in order to develop research actions such as observations and other data collection activities.

Specific Instructional Objectives. The specific objectives for this instructional design are: 1) to ensure a curricular coherence by elaborating the pedagogic and didactic materials for the project, accordingly with the school's mission, curriculum, and PEI. 2) To maintain a sense of ethical responsibility by obtaining the approval from parents and students to participate in the research study. 3) To account with parents' and students' expected behaviors by informing them about their roles and the mechanics of the study. 4) To account with the necessary data for the study by carrying out the pedagogical and research actions. 5) To maintain a coherent relation between the school's identity and the instructional design of this study.

Pedagogical Actions. In the attempt to accomplish the instructional objectives, the following pedagogical actions were carried out: 1) the teacher researcher designed four EFL lessons and four home EFL literacy tasks to be developed one per week, during four weeks. These tasks had the specific objective of having parents involved in the tasks' development. All the EFL lessons and assignments are framed within the school's mission, curriculum and PEI. 2) Parents and students were asked for their approval to be the participants of this study and to be

visited at their homes with the implementation of the research actions planned. In this way, it was possible for the researcher to have access to students' homes. 3) In a parents' meeting, the parents were informed of their roles along the study. In this case, the role of parents consisted of behaving as usual at home; no specific instruction was given to parents in regard to how to help or what to do. This was done in coherence with the exploratory character of the study; this investigation aims to explore parents' naturalistic roles at home while helping children with the EFL homework. 4) In an EFL lesson, students were informed of their roles along the research study. In this case, students were required to ask their parents for help in the EFL assignment and to carry out the home EFL literacy task with a parent. 5) The teacher researcher developed the lessons and assigned the respective home EFL literacy tasks. 6) Due to the challenges of visiting the 16 (sixteen) homes, the researcher visited only 3 (three) homes where observations, video-tape recordings, and field notes were carried out. The rest of the students developed the tasks in their respective homes without the presence of the researcher. 7) Results from the home EFL literacy tasks (artifacts) were collected by the teacher-researcher one week after the assignment.

Task-Based Approach for Home Assignments. The development of EFL literacy tasks between parents and students at home, as a teaching strategy is framed within elements of the Task-Based Approach (TBA) and influenced by the social theory of language learning. From Skehan (2006), a task-based approach to foreign language instruction includes "Tasks" in which the primary focus is meaning. This author adds that the goal of these tasks is the achievement of a determined learning outcome or product, and the tasks usually resemble the use of language for real-life communication. In this sense, Home EFL literacy tasks are TBA activities aiming to promote the learning of language functions that students may use in realistic communicative situations.

Theory of Language Learning. This study is influenced by the social theory of language learning. That influence in this pedagogical proposal comes from the idea of literacy learning as a social practice (Volk & De Acosta, 2001). From Chen and Harris (2009), it is argued that children's learning predispositions and the manner in which they understand the world and develop cultural resources are affected by the settings in which they interact. These authors also suggest that those resources may become cultural capital at the school where those resources are used as tools to strengthen their learning and school participation. This theory, applied to EFL learning in this study, can be explained as children may develop a set of behaviors and strategies in regard to EFL learning at home (cultural capital) while making EFL literacy tasks. Then, children apply that cultural capital as a tool to improve their EFL learning at the school and their performance in the development of future EFL homework.

The Nature of the Language. The functional view of the nature of the language is the vision of the nature of language that influences this qualitative study. The home EFL literacy tasks designed for the objectives of this investigation are based on the practice of functions such as giving advice, making descriptions, and making comparisons. The functional view of the nature of language focuses on the use of language to do things. According to Tudor (2001), language is part of the social context, and it is a means for people to express values, meanings, and perceptions. Teaching EFL from this functional perspective includes preparing the learners to perform well in determined contexts in which they will need to interact and use the target language (Tudor, 2001). Additionally, from Richards and Rodgers (2001), language is a channel for the communication of meanings in terms of functions.

View of the Language Learning. The present qualitative study is highly influenced by "the role of affection" as a view of language learning. The affection is seen as a key element to understanding, good communication and long-term learning (Tomlinson, 1998). According to

Tudor (2001), affective aspects are determinant in language learning. This study's pedagogical strategy reflects clearly Tomlinson's (1998) and Tudor's (1999) ideas because the main pedagogical action is the assignment of home EFL literacy tasks. Those tasks' contents and topics are referred to children's and parents' current lives, past lives, and/or knowledge. This adds an affective dimension to the tasks. Additionally, as the home interactions happen between parents and students in their homes, they may experience a feeling of confidence because of being in their daily environment, and sharing time with a relative person. Other feelings such as love between parents and children, and respect may take part in the home interactions; and consequently, the children's EFL learning may be favored. These two hypotheses are discussed in the section of data analysis (see Chapter IV).

The Instructional Design in Relation to the Research Question. The instructional design, consisting of EFL literacy tasks at students' homes, result coherent with the research question "what contributions does parental involvement in children's EFL literacy tasks offer to EFL outcomes of ninth grade students at Jorge Abel Molina School?". Home interactions allow the researcher to explore parents' and student's roles, and those roles may give place to interpretations of the parents' contributions to students' EFL literacy learning. The data collected by means of the pedagogical and research actions offered supportive information to grow possible answers to the research question proposed, those aspects are analyzed in next chapter.

Curricular Component. Jorge Abel Molina School's PEI expresses that this is the only school in Caquetá with a curricular emphasis on EFL. The institutional mission consists of offering integral formation for students to be competent in any workplace; all this by using the EFL as a platform that provides a cross-curricular formation to learners. One of the main institutional objectives is to promote the English language as a pedagogical tool for human and

professional development of the students. The institutional philosophy is influenced by a humanistic perspective which positions the individual in the center of the formation process, understanding students as human beings whose integral development happens within the interaction and participation of all the education community; school directors, teachers, classmates, parents, and the community in general. Finally, the school curriculum in this school includes an emphasis on EFL; this fact adds an extra importance to the English subject in the institutional level. The main objective of this EFL emphasis is to produce school graduates with a level B1 in the scale of the Common European Framework of Reference. The EFL teaching methodology follows the dispositions of MEN (2006) whose document ‘Serie Guías No. 22’ establishes a communicative approach, under a model of competences. Because of that, the EFL teaching methodology works on the development of the communicative competence. The manner in which MEN measures the schools’ outcomes (ICFES test), makes that the school works on communicative competence by the teaching and practice of specific language functions. This is also part of the methodology proposed by MEN (2006), and it is consistent with the institution’s PEI and mission presented above.

Considering all the previous information about the school’s curricular patterns, the present study on parental involvement in their children’s EFL process may bring out to light an additional pedagogical source to strengthen the EFL teaching practices of this school. Consequently, the institutional objectives at all what it includes will be possibly favored. Generally speaking, the theory of language learning, the view of the language, and the view of the language learning implemented in this study are coherent with curricular aspects of the school. The institutional vision follows a social perspective at including all the education community in the students’ formation process. In regard to EFL teaching, this is consistent with the idea that language is a social practice (Volk & De Acosta, 2001), and the idea that pick up

cultural capital from the settings in which they usually interact (Chen & Harris, 2009); those settings may include parents and other members of the community. The functional view of the language implemented in this investigation which says that language learner may be prepared to perform well in the target language in any communicative situation (Tudor, 2001) is consistent with the EFL methodology that the school follows. Finally, this study considered the role of affection as the view of language learning. According to Tudor (2001), the affection plays a fundamental role in language learning. This is coherent with the school's philosophy which follows a humanistic perspective of language teaching whose central role has to do with the development of positive affection feelings within the teaching-learning practices (Tudor, 2001).

Pedagogical Strategy Plan. In this section, I present a general description of the pedagogical strategy. There were four weeks of work. It is valid to clarify that the home interactions happened in students' mother tongue (Spanish), as it is natural at home; however, the results of the tasks are presented by the student in English. Chart 1 (below) shows the plan for the pedagogical strategy.

PEDAGOGICAL STRATEGY PLAN		
Date	Actions Inside the EFL Classroom	Actions in Students' Homes
WEEK 1		
Monday (Two Hours)	Lesson 1, assignment of EFL Literacy Task 1 (Video-taping, Field-notes taking)	
Tuesday		Observation - Home 1 (video-taping, Field-notes).
Wednesday		Observation - Home 2 (video-taping, Field-notes).
Thursday		Observation - Home 3 (video-taping, Field-notes).
Week 2		
Monday (Two Hours)	Collection of results from EFL literacy Task 1. Lesson 2, assignment of EFL Literacy Task 2 (Video-taping, Field-notes taking)	
Tuesday		Observation - Home 1 (video-taping, Field-notes).

Wednesday	Feedback for results from EFL literacy Task 1.	Observation - Home 2 (video-taping, Field-notes).
Thursday		Observation - Home 3 (video-taping, Field-notes).
Week 3		
Monday (Two Hours)	Collection of results from EFL literacy Task 2 Lesson 3, assignment of EFL Literacy Task 3 (Video-taping, Field-notes taking)	
Tuesday		Observation - Home 1 (video-taping, Field-notes).
Wednesday	Feedback for results from EFL literacy Task 2.	Observation - Home 2 (video-taping, Field-notes).
Thursday		Observation - Home 3 (video-taping, Field-notes).
Week 4		
Monday (Two Hours)	Collection of results from EFL literacy Task 3. Lesson 4, assignment of EFL Literacy Task 4 (Video-taping, Field-notes taking)	
Tuesday		Observation - Home 1 (video-taping, Field-notes).
Wednesday	Feedback for results from EFL literacy Task 3.	Observation - Home 2 (video-taping, Field-notes).
Thursday		Observation - Home 3 (video-taping, Field-notes).
Week 5		
Monday (Two Hours)	Collection of results from EFL literacy Task 4. Feedback for results from EFL literacy Task 4. Assignment of Surveys for parents and for students.	
Tuesday		Development of qualitative interview with parents and students - Home 1 (Video-taping).
Wednesday		Development of qualitative interview with parents and students - Home 2 (Video-taping).
Thursday		Development of qualitative interview with parents and students - Home 3 (Video-taping).
WEEK 6		
Monday	Collection of results from Surveys of parents and students.	

Chart 1. *Pedagogical Strategy Plan*

Accordingly with information presented in chart 1, there were four EFL lessons with four corresponding home EFL literacy tasks. In some opportunities the plan suffered forced modifications in terms of time; however, the general application of the plan was not affected. In Week 1, the EFL lesson worked on vocabulary about family members, the grammar focus was the simple past tense, and the language function was ‘giving reasons’. This content corresponds to the syllabus of the EFL school course. It was a lesson without big difficulties; the students were a little intimidated, possibly because of the presence of the video-camera in the classroom. However, after some minutes the students started behaving as usual; there was a good level of participation, with some sporadic moments of noise and disorder. By the end of the lesson, the students were assigned with a home EFL literacy task to be developed with the help of parents. This first task consisted of a worksheet in which the students must ask parents about the origins of the student’s name. With the information collected, the learner must write a short story of his/her name and give reasons for the decision taken about his/her given name.

In Week 2, the EFL lesson worked on vocabulary about physical appearance, the grammar focus was the simple past tense, and the language function was ‘describing people’. This content also corresponds to the syllabus of the EFL school course. It was a more typical lesson; the students did not care about the video-camera this time. The students’ behavior was good, with a good level of participation; as usual, there were some sporadic moments of noise and disorder. By the end of the lesson, the students were assigned with a home EFL literacy task to be developed with the help of parents. This second task consisted of a worksheet in which the students must ask parents about the physical characteristics of a deceased relative. With the information collected, the learner must write a short physical description of the deceased relative.

In Week 3, the EFL lesson worked on vocabulary about comparative adjectives, the grammar focus was the simple present tense, and the language function was ‘making

comparisons'. This content also corresponds to the syllabus of the EFL school course. It was a typical lesson in which the students looked comfortable, their behavior was good, and they participated actively during the lesson. By the end of the lesson, the students received the assignment of a home EFL literacy task to be developed with the help of parents. This third task consisted of a worksheet in which the students must speak to parents about two houses with specific characteristics given, and must make comparisons among the two properties. With the comparisons done, the learner and the parent must make a decision of which one of the two houses they would rent and support their decision by using the comparisons made.

In Week 4, the EFL lesson worked on vocabulary about common health problems, the grammar focus was the use of modal verb 'should', and the language function was 'giving advice'. This content makes part of the syllabus of the EFL school course. Once again, the lesson had active students that looked comfortable and showed a good behavior. By the end of the lesson, the students received the assignment of a home EFL literacy task to be developed with the help of parents. This fourth task consisted of a worksheet in which the students must ask parents about home remedies and manner of prevention for a series of common illnesses. With the parents' answers, the learner must write advice sentences to prevent and remedy the illnesses presented.

About the home interactions, parents and students looked somehow intimidated during the first video-recording session. That was possibly because of the video-camera at home and the presence of the researcher in the place. However, parents and students found the necessary confidence to develop the EFL literacy task in a fluid and natural way. In the rest of the video-recording sessions, parents and students looked like not affected by the presence of the researcher and the video-camera at all.

In Chart 2 (below), I present a sample of a lesson plan. In this case is the plan for Lesson 3. Picture 1 (page 55) shows a sample of the worksheet developed by students during the lesson, corresponding to Lesson 3. And Picture 2 (page 56) shows a sample of the home EFL literacy task assigned to students in Lesson 3. The topic was ‘making comparisons’ and as explained previously, the development of this task involved students and parents.

Subject of English as a Foreign Language - Lesson Plan 3			
DATE	September 7th, 2015.		
TEACHER	Sergio Hurtado	LANGUAGE FUNCTION	Making Comparisons
TIME	1 hours	GRAMMAR FOCUS	Comparative adjectives Simple present tense
COURSE	9th Grade.	MATERIALS	White board, markers, photocopies, dictionaries, notebooks, pencils, pens, video projector, computer.
COMPETENCES			
BASIC COMPETENCE	Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. (Estándares de competencia MEN, Guía No. 22.)		
OBJECTIVES	<ul style="list-style-type: none"> - Students will be able to analyze information presented in written form. - Students will be able to make decisions by making comparisons between options. 		
INDICATORS OF ACHIEVEMENT	<ul style="list-style-type: none"> - Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. (Estándares de competencia MEN, Guía No. 22.) - Comprendo la información implícita en textos relacionados con temas de mi interés. (Estándares de competencia MEN, Guía No. 22.) - Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar, comparar) sobre temas personales y relacionados con otras asignaturas. (Estándares de competencia MEN, Guía No. 22.) 		

INTERDISCIPLINARY WORK				
JOB COMPETENCES	Competencias Laborales de tipo Intelectual: TOMA DE DECISIONES: Establecer juicios argumentados y definir acciones adecuadas para resolver una situación determinada. - <i>Análisis de una situación (social, cultural, económica, laboral) para identificar alternativas de acción o solución.</i>			
ETHICS AND VALUES	The role of the family in the education: Promoting and empowering parents-students relationships in favor to students' learning.			
INTERDISCIPLINARY OBJECTIVES	The EFL Literacy task given at the end of the lesson will strengthen students' skills to make wise decisions considering pros and cons in relations to own preferences and situations.			
STEP	TIME	ACTIONS	WORKING SETTING	SKILLS
1. WARMING UP		Teacher shows two pictures of two different houses. Teacher directs a short discussion session about characteristics, differences and comparisons between the two houses. Emphasis on vocabulary and comparisons.	The whole group	Listening, reading, and speaking.
2. WHILE ACTIVITIES		<p>Pre- Task Students receive a worksheet containing a reading-writing exercise. <u>Reading:</u> students read some information about two different Flats. Students must focus their attention on the apartments' characteristics.</p> <p>Task Students make five comparisons</p>	<p>Individual</p> <p>Individual</p> <p>The whole group</p>	Listening, Reading, writing, speaking.

		<p>between the flats according to what they read. Teacher monitors and assesses the comparisons making.</p> <p>Students write a short report of their decision in regards to which apartment they would rent. Students present their decisions orally. The whole group gives feedback to the presenters with the direction of the teacher. Teacher gives feedback for the writing and oral performance at reporting the decisions.</p>		
<p>3. CLOSURE</p>		<p>Assignment of a homework: Each one of the students receive a sheet of paper with the EFL Literacy Task 3 This EFL Literacy task will be received on next Monday (September 14, 2015).</p> <ul style="list-style-type: none"> - Teacher makes a descriptive explanation of the EFL 	<p>Individually.</p>	

		Literacy Task 3.		
OBSERVATIONS:				

Chart 2. Lesson plan for Lesson 3

As it is evident in Chart 2, this one as well as the other three lessons included the basic items of a lesson plan (time, course, materials, activities, teacher, language function, objectives, etc.). However, they included also the national standards of competences for EFL (MEN, 2006), “competencias laborales” (MEN, no year), “competencias ciudadanas” (MEN, 2004), an ethics and values component, and a section for cross-curricular work. These aspects and the topics were implemented because they make part of the school curriculum.

WORKSHEET FOR LESSON 3

1. Which Flat would you rent? - Analyze the information presented below. Pay attention to the differences.



Flat 1: This apartment has 1 little living room, 1 little kitchen, no patio, 1 bed room, 1 bathroom, no dining room, a dining bar, a balcony and no garage. The flat covers 110 m2 and the rent costs \$700.000= . This apartment is located 20 minutes from the center of the city.



Flat 2: This apartment has 1 living room, 1 kitchen, no patio, 2 bed rooms, 1 bath rooms, 1 dining room, no garage and no balcony. The flat covers 140 m2 and the rent costs \$700.000= . This apartment is located 10 minutes from the center of the city.

2. Make 5 comparisons between the two flats.

Flat 1 is _____ (bigger/shorter) than Flat 2.

The kitchen in Flat 1 is _____ than the kitchen in Flat 2

Flat 1 is as _____ as Flat 2.

Flat 1 is _____ (good/bad) than Flat 2.

Flat 1 is _____ (far/near) from the city than Flat 2.

3. Considering the comparisons above, make a decision of which flat you would rent and explain the reasons.

I would rent Flat _____ (1/2) because _____

Picture 1. Worksheet for Lesson 3

EFL Literacy Task 3

1. With your mother or aunt, analyze the information presented below. Pay attention to the differences.

	
<p>House 1: This house has 1 living room, 1 kitchen, a big patio, 3 bed rooms, 2 bathrooms, 1 dining room, a terrace and no garage. The house covers 190 m2 and the rent costs \$1.200.000= This residence is located 5 minutes from the center of the city.</p>	<p>House 2: This house has 1 living room, 1 big kitchen, a little patio, 3bed rooms, 3 bath rooms, 1 dining room, 1 garage and no terrace. The house covers 240 m2 and the rent costs \$1.200.000= This residence is located 15 minutes from the center of the city.</p>

2. Translate the previous information to your mother or aunt and then you both make 5 comparisons between the two houses.

House 1 is _____ (big/short) than House 2.

3. With your mother or aunt and considering the comparisons above, make a decision of which house you would rent and explain the reasons.

We would rent House ____ (1 or 2) because.....

Picture 2. Sample of Home EFL Literacy Task, Lesson 3

Chapter IV

Data Analysis and Findings

Because of the qualitative character of the study and the data gathered, this investigation implements the software “ATLAS.ti” for Qualitative Data Analysis. This software facilitates the systematization of the data collected from observations, interviews, surveys, and artifacts. All the data collected was transcribed into rich text format word documents; in this way, the data was introduced to the Atlas.ti platform where the analysis was carried out with an influence of the grounded approach to data analysis.

The processing of data through Atlas.ti included five steps; codifying, establishing categories, establishing relationships among categories, producing an analytical model from Atlas.ti, and analyzing data in the search for possible answers to the research question in light of the theory available.

To facilitate the understanding of the analysis, the analytical model produced from Atlas.ti is divided into three (3) figures; Figure 1 (page 59) shows the general model including only the categories and sub-categories, Figure 2 (page 61) shows the category of Parents’ Roles with the sub-categories and codes, and Figure 3 (page 62) shows the category of Students’ Roles with its corresponding sub-categories and codes.

As presented in Figure 1 (page 59), the hermeneutic unit for this analytical model is called “Home EFL Literacies”. That unit includes two big categories, which at the same time include a series codes that represent roles undertaken by parents and students, and thoughts and perceptions coming from parents’ and students’ minds. The first big category is “Parents’ Roles”. It contains four sub-categories; “Valuing Parents’ Roles in Children’s EFL Learning”, “Offering Feedback”, “Facilitating EFL Learning”, and “Shaping Child’s Minds Toward EFL”. The second big category is “Students’ Roles”. This category contains four sub-categories; “Valuing Parents’

involvement in EFL Learning”, “Managing Information”, “Responding to Parent”, and “Approaching to EFL Learning”. Both of the big categories share a code which is called “Having Fun While Homework Making”.

The data analyzed in this section is processed in relation to the research question “what contributions does parental involvement in children’s EFL literacy tasks offer to EFL outcomes of ninth grade students at Jorge Abel Molina School?” Considering this, the analytical model is analyzed in search of the varied roles that parents may assume while helping their children in the development of home EFL literacy tasks; roles that somehow may imply a contribution to students’ EFL literacy learning. The data is also viewed from the perspective of thought and perceptions from parents that may support or contrast the interpretations and findings.

Students’ roles and perceptions in regard to their experience at working with their parents in the development of home EFL literacy tasks are also part of the purpose of this analysis. The students’ perspectives and actions during the home interactions are seen as sources for supporting or contrasting interpretations in regard to the possible contributions that parents may offer to their EFL literacy learning. Additionally, students’ roles can be understood as implications of parental involvement in children’s EFL literacy learning.

Before starting the analysis category by category, it is important to remark that the software Atlas.ti automated the triangulation process. This means that the data that make part of each one of the codes come from the different pedagogical strategies and data collection instruments implemented (see Chapter IV).

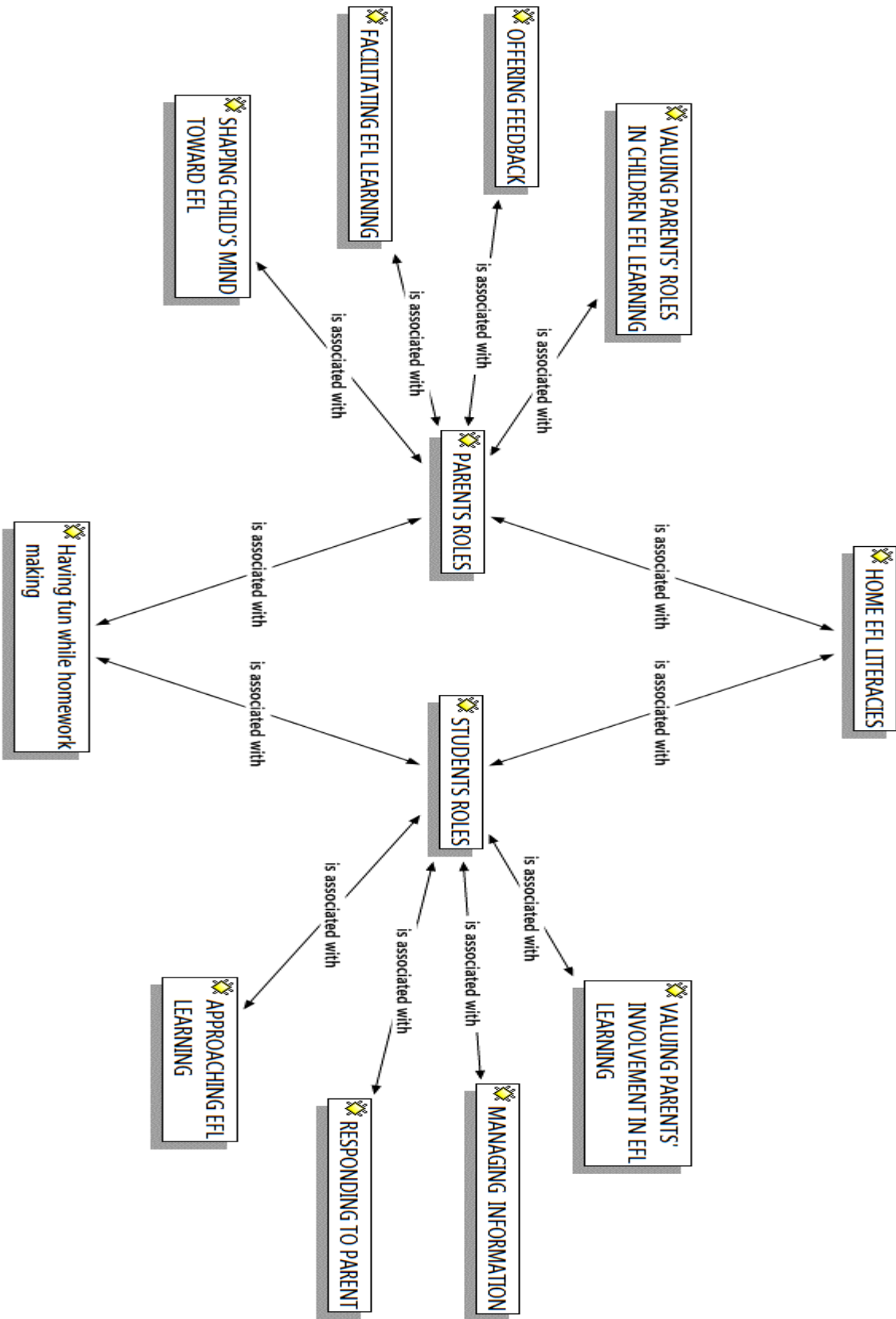
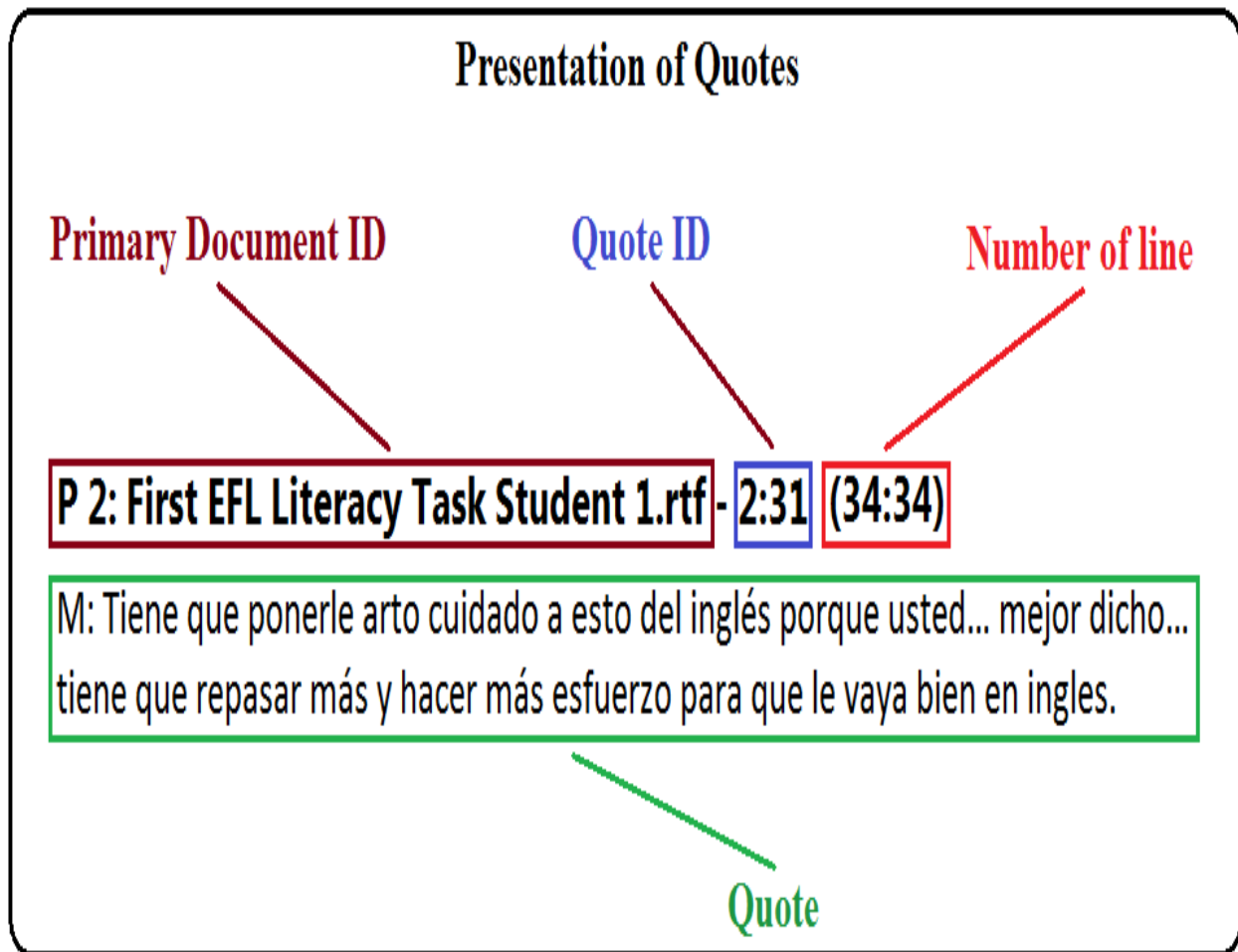


Figure 1. Analytical Model for “Home EFL Literacies”. Source: Own.

For clarity, Picture 3 (below) explains the manner in which quotes are presented in this analysis. The red-wine square marks the name of the primary document where the quote was taken from. The blue square marks the quote number. The number of line is marked in the red square. And the green square shows the text of the quote.



Picture 3. *How quotes are presented in this paper. Source: Own.*

Analysis of Parents' Roles as Parents' Actions that Contribute to Students EFL Learning

In this section, I analyze the category of "Parents' Roles" (see Figure 2, next page). This analysis is done under the idea that these roles assumed by parents are actions that may contribute to students' EFL learning. This idea is discussed and supported along this analysis.

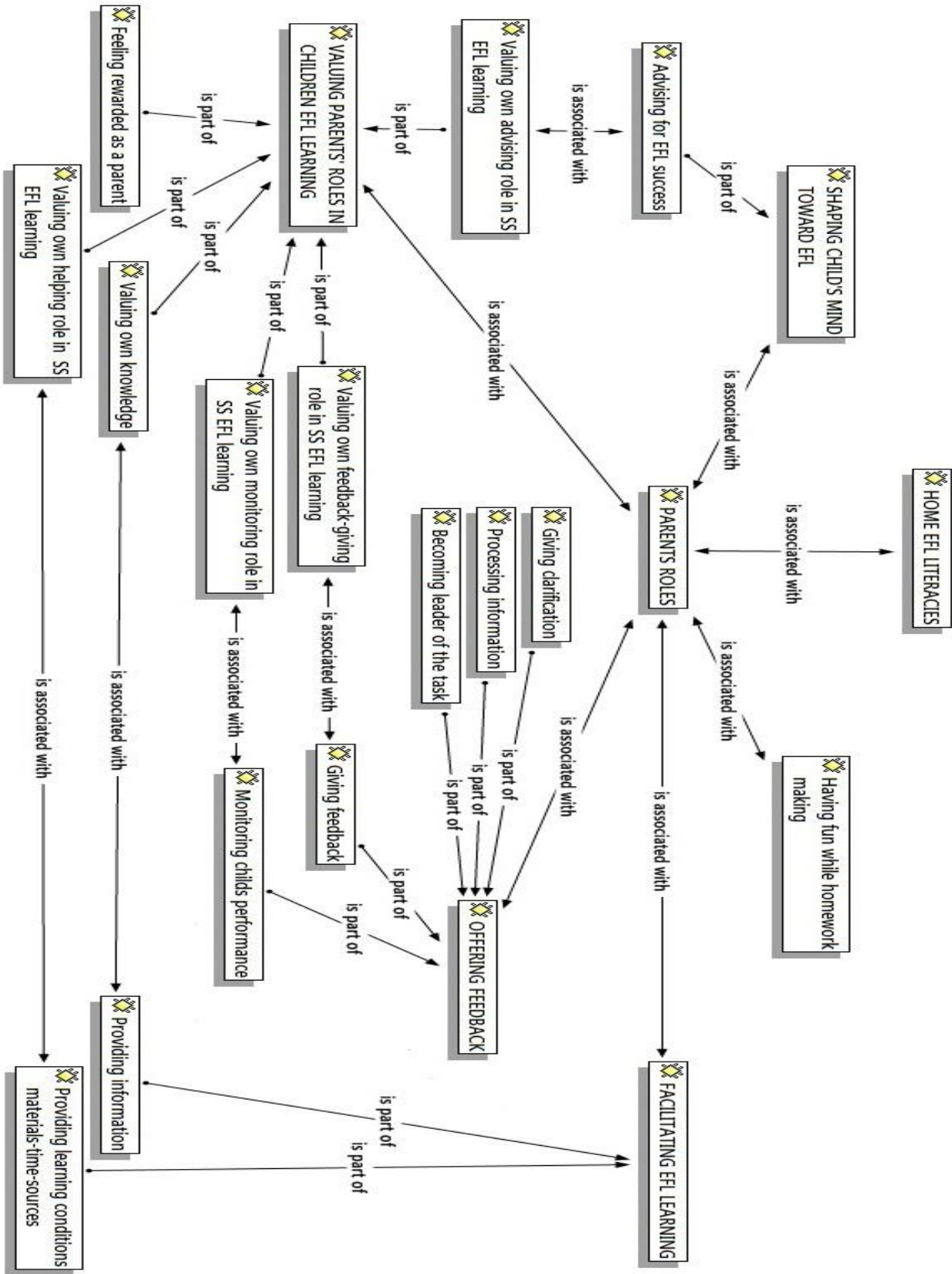


Figure 2. Analytical Model for “Parents’ Roles” in Home EFL Literacies. Source: Own.

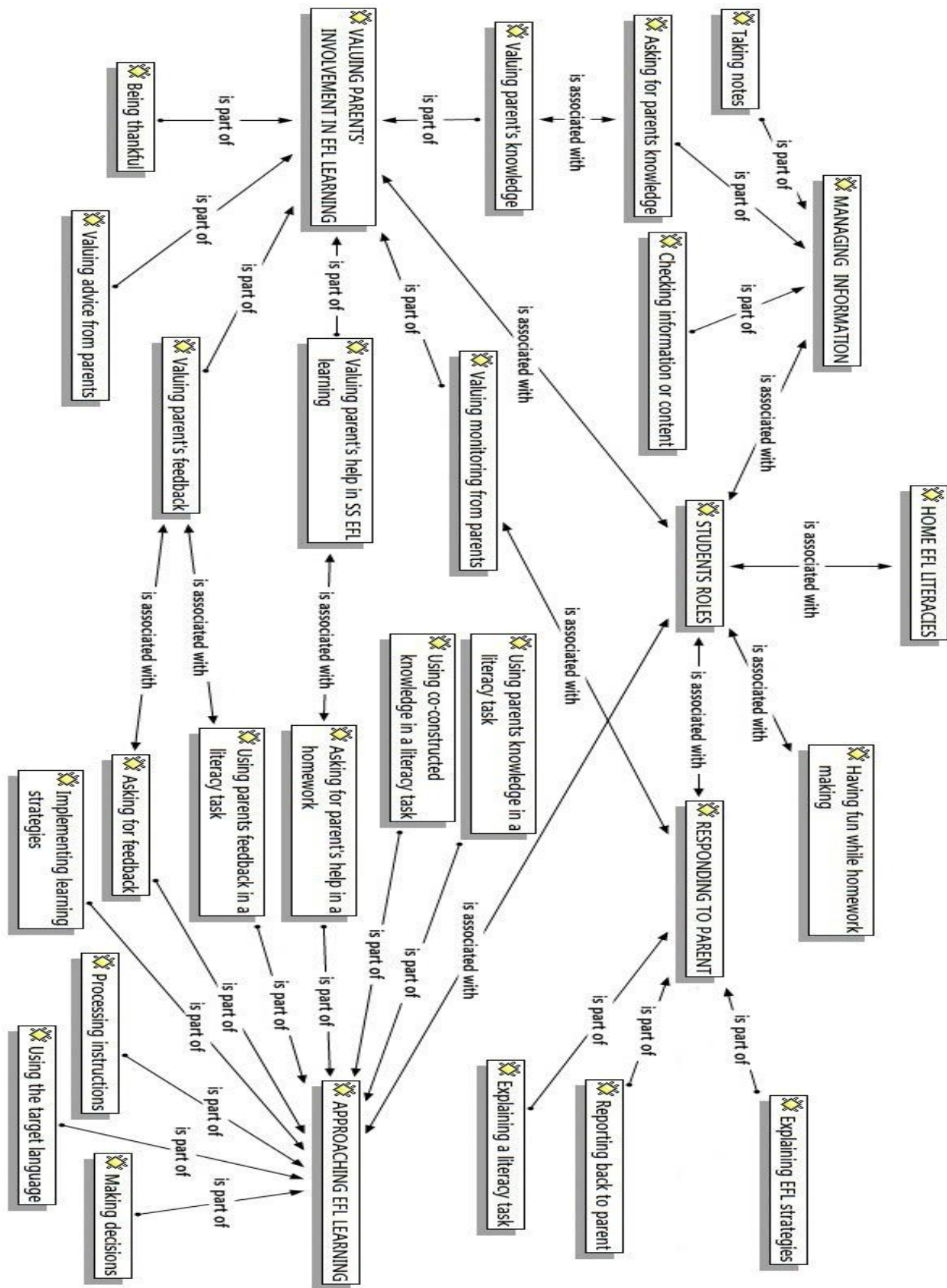


Figure 3. Analytical Model for “Students’ Roles” in Home EFL Literacies.

Sub-category “Shaping Child’s Mind Toward EFL”. According to the analytical model, one of the parents’ roles is “shaping child’s mind in regard to EFL”. This role is represented by the code “Advising for EFL success”.

P 2: First EFL Literacy Task Student 1.rtf - 2:31 (34:34)

M: Tiene que ponerle arto cuidado a esto del inglés porque usted... mejor dicho... tiene que repasar más y hacer más esfuerzo para que le vaya bien en ingles.

P 4: Field Notes Task 1 C.rtf - 4:13 (11:11)

The mother also was concerned about learning materials, she asked the student about the English dictionary and reminded her son about the importance of having an English dictionary on hand when making English homework

P84: Interview parent 1.rtf - 84:18 (55:55)

Uno se da cuenta que el inglés es muy importante... entonces como que más le digo a él <<bueno amor, póngase pilas en esto para que mejore, porque el inglés prácticamente hoy en día es muy indispensable>>.

In Quote 2:31, the mother advises the student to make efforts in the EFL learning. In Quote 4:13, the mother highlights the importance the English dictionary in EFL learning. And in Quote 84:18, the mother reinforces the idea that English is very important in current times. This effort from the mother to transfer those positive ideas about EFL suggests that this mother possesses such way of thinking. Social interactions between parents and children at home may serve as sources of social capital that may favor students EFL. According to Kim (2011), social capital may be seen as a way for students to take advantages of being members of social circles that offer them positive advice, encouragement, and models to follow. In this case, parent’s advice for EFL success may favor children’s EFL learning. Encouragement is also present in the data set as shown below.

P86: Interview parent 3.rtf - 86:8 (24:24) *Yo le digo a la niña... “vaya mire en tal libro que yo me parece que he mirado eso”. Y ella me dice que ahí hay muy poquito. Entonces yo le digo que escriba eso y que averiguamos más por otra parte, por internet o en otro libro.*

P99: Survey 1.9 FOR PARENTS.rtf - 99:9 (77:77)

Darle ánimo para que siga adelante.

P102: Survey 2.3 FOR STUDENTS.rtf - 102:8 (70:70)

Porque ellos me aconsejaron y me animaron a hacer un buen trabajo.

P103: Survey 2.4 FOR STUDENTS.rtf - 103:12 (74:74)

Porque mis papás me hicieron saber que nada es difícil si uno se lo propone.

In Quote 86:8, the mother encourages the student to continue seeking for additional sources for the task. In Quote 99:9, the parent recognizes her role of encouraging the student to success. Quotes 102:8 and 103:12 show how the student values the encouraging words received from parents. Encouraging students to make efforts to success in EFL can be seen as a type of advice, and those encouraging comments may benefit students at homework making time. From Kukk et al. (2014), it is argued that parents' encouragement to children can add usefulness to homework assignments. Considering this, encouraging words from parents may influence positively students' minds toward EFL learning.

In this analysis, the parent's role of advising for EFL success is strengthened by the code "Valuing own advising role in SS EFL learning". This code is part of the sub-category "Valuing Parents' Roles in Children EFL Learning", and contains evidence of parents' consciousness about the value of giving advice to children in regard to EFL learning.

P84: Interview parent 1.rtf - 84:14 (44:44)

Pues si porque si ellos piensan "bueno mis papás quieren que esto si funcione, que yo le ponga la ficha al inglés, que me vaya bien", entonces ellos como que se meten más en ese cuento y eso hace que ellos como que hagan que superen cualquier dificultad, y lo hagan bien.

P86: Interview parent 3.rtf - 86:12 (32:32)

Estarle inculcando a los niños en las tareas. Y estar uno más metido en el cuento, participando más y que ellos también participen en... no solamente cuando están aquí en la casa con uno... haciendo tareas... sino que también cuando estén allá en el colegio delante de los maestros cuando toque el trabajo de ellos allá también participar.

In Quotes 84:14 and 86:12, parents suggest that children's attitude toward EFL may be influenced by means of positive reinforcement from parents. The impact of having involved parents includes children's development of a positive attitude and skills to study (Cojocariu & Mares, 2014). These authors' thinking seems to validate the idea that parents' advice can benefit children's attitudes toward EFL learning.

Students' perceptions offer an additional source of support to the advising role of parents. The code "Valuing advice from parents" which is part of the sub-category "Valuing Parents' Involvement in EFL Learning" (see Figure 3, page 62) contains evidence that suggests that children perceive parents' advice; and more important than so, students appear to find valuable the advising words from parents.

P87: Interview Student 1 C.rtf - 87:18 (62:62)

Algunas cosas pues sí, porque cuando ella estudiaba sabatino pues yo veía las cosas... que ella entregaba a tiempo. Y pues ahora ella me viene a decir "hijo entregue las cosas a tiempo que para que le quede más tiempo y esté relajado con las tareas o trabajos".

P89: Interview Student 3 L.rtf - 89:15 (39:39)

si... pues como a ser más ordenada con los trabajos. Entregar los trabajos en el tiempo que me dicen... o sea... en el plazo que me dan. Pues aprendí a seguir más los consejos de mi mamá que me da antes de hacer las tareas...

P101: Survey 2.2 FOR STUDENTS.rtf - 101:7 (54:54)

Dándome una idea positiva al inglés porque siempre les preocupa o se preocupan por mí.

In Quote 87:18, the student reports that his mother gives advice to him about submitting school assignments on time. Quote 89:15 shows that the learner suggests that her mother's advice provoked a change on the student's learning behavior in regard to order and submitting time of the assignment. And in Quote 101:7, the student report that parent helped by giving him a positive view of the English language. These considerations from learners make evident that they perceive and value the parents' advice about school assignments and EFL views. Considering this, parents may positively shape children's minds toward EFL in aspects such as attitudes (Cojocariu & Mares, 2014), efforts in homework (Kukk et al., 2014), and views of EFL (Kim, 2011).

Sub-category "Facilitating EFL Learning". This sub-category of parents' roles refers to the manners in which parents may facilitate their children's EFL learning; for example, by

being sources of information or being resource providers. The codes in this sub-category are presented as follow.

Code “Providing information”: Parents may possess a wide range of experience and general knowledge as adults, and children may take advantages of parents as sources of information. This code represents how parents provide information when helping children in the development of a home EFL literacy task.

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:9 (12:12)

M: Pues... mmm... el primer nombre, o sea Carlos fue porque su papá pues se llama así. Y el David fue porque... o sea en el momento no encontrábamos cual otro nombre ponerle entonces cuando ya lo íbamos a registrar, en la colcha en donde estaba usted envuelto ahí tenía varios nombres así... entonces uno decía... “David”. Entonces dije entonces “Carlos David”. Porque ya habíamos buscado varios para componer el nombre pero no nos gustaba, entonces ese fue ya fue bueno ¿Cuál nombre fue? Entonces yo dije: “pues pongámosle David”. Y ese fue el que... fue que quedo así; “Carlos David”.

P68: Field Notes Task 4 L.rtf - 68:3 (8:8)

During the interactions, the mother answered all the questions made by the student.

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:11 (16:16)

M: ella tenía cabello delgadito, Delgado.

Quote 2:9 shows a moment in the development of a home EFL literacy task in which the mother gives information to the students about the origins of his name. That information was required for the task accomplishment. In Quote 68:3, field notes report that the mother answered student’s questions. And Quote 39:11 presents a moment in which the mother shares information required for a task about a deceased relative. Lee and Bowen (2006) explain that social capital can take the form of information. In this sense, the information obtained from parents may be used by children as tools for EFL homework accomplishment.

P82: Transcription of Fourth EFL Literacy Task Student 2.rtf - 82:26 (39:39)

A: pues siempre que da fiebre es por infección. Para prevenir fiebre pues... la infección siempre es por mal lavado de manos, por comer cosas contaminadas... entonces tener cuidado con eso.

P81: Transcription of Fourth EFL Literacy Task Student 1.rtf - 81:13 (17:17)

M: tomar bebidas de hierbas, prontoalivio...

P81: Transcription of Fourth EFL Literacy Task Student 1.rtf - 81:15 (19:19)

M: pues... medirse uno en lo que come... tomar agua hervida, no tomar aguas crudas que eso es lo que le hace dolor el estomago a uno. Cocinar bien los alimentos. Lavarse las manos antes de comer.

The data set above shows that parents share their knowledge; in this case, it is knowledge about home remedies and preventions to common health problems. Students required that knowledge as capital for a home EFL literacy task in which they must write advising sentences for preventing and treating illnesses. According to Gregory (2001), social interaction is a means to the transmission and acquisition of cultural knowledge. Home remedies and preventions can be seen as popular culturally acquired knowledge. According to this, it can be stated that parents pass on their cultural knowledge to children within home interactions; and students can use that newly acquired knowledge for the accomplishment of EFL homework.

The parents' role of providing information is strengthened by data gathered corresponding to Code "Valuing own knowledge" which is part of the sub-category "Valuing Parents' Roles in Children EFL Learning". This code shows parents consciousness about their knowledge and its relevance to children's EFL learning.

P90: Survey 1.1 FOR PARENTS.rtf - 90:9 (70:70)

Pues algunos padres no saben nada de inglés, pero yo tengo bases, conocimientos del idioma y me facilita un poco ayudar a mi hijo para que sea exitoso en inglés.

P91: Survey 1.10 FOR PARENTS.rtf - 91:9 (72:72)

Pues yo no sé hablar inglés, pero conozco algunas palabras y su traducción,

Quotes 90:9 and 91:9 show that parents value the EFL knowledge that they have probably acquired in past learning experiences, and that knowledge may be useful at helping children in EFL homework making. For Klepper (2014), knowledge gained from prior experiences is part of the social capital that parents possess and can communicate to children within social interactions (Gregory, 2011). In this sense, parents' knowledge about EFL becomes a source of information that parents can offer to children using it in EFL homework.

P96: Survey 1.6 FOR PARENTS.rtf - 96:5 (35:35)

En que le explique muchas cosas que ella no sabía.

P95: Survey 1.5 FOR PARENTS.rtf - 95:10 (70:70)

Pues que si los podemos ayudar así no sabemos mucho inglés, porque si ellos saben inglés nosotros lo podemos ayudar en lo que ellos no saben.

P99: Survey 1.9 FOR PARENTS.rtf - 99:6 (38:38)

Bien porque pude saber que sin tener mucho conocimiento sobre esa lengua ayudarle a mi hija a realizar sus tareas.

P99: Survey 1.9 FOR PARENTS.rtf - 99:7 (69:69)

Buena porque con el poco conocimiento que yo tenía sobre las tareas pude ayudarla y es algo que deberíamos hacer constantemente.

In the data set above, parents make reflections upon the value of their knowledge in the development of students' EFL homework. Parents express that even if their knowledge about EFL is limited, they possess other kinds of knowledge that may be useful for their children to accomplish EFL assignments. Again, as suggested before, home interactions involving parents and students allow children to take advantages from parents' knowledge (Gregory, 2001) in EFL homework making, even if that knowledge is not English language or linguistically oriented.

Additional support for the providing information role of parents comes from Code "Valuing parents' knowledge" which is part of the sub-category "Valuing Parents' Involvement EFL Learning". This code presents evidence that students perceive and value the information provided by parents during the development of home EFL literacy tasks.

P88: Interview Student 2 J.rtf - 88:13 (38:38)

Si claro. Porque nos ayudan a complementar ese... o por lo menos esta área. Ayuda a complementar la porque no puede ser todo en inglés sino que también se necesita de las experiencias o saberes de los demás.

P100: Survey 2.1 FOR STUDENTS.rtf - 100:4 (29:29)

En las tareas porque ella sabe más sobre cosas de remedios y eso lo facilita para hacer las tareas.

P108: Survey 2.9 FOR STUDENTS.rtf - 108:4 (30:30)

Pues porque ellos tienen el conocimiento de padres y pues al ayudarle a uno y que uno vea bien la tarea pues lo hace a uno feliz y puede entregar un trabajo bueno

P103: Survey 2.4 FOR STUDENTS.rtf - 103:6 (41:41)

En lo que ellos saben porque ellos sabían muchas cosas que eran necesarias para las tareas y además tenían experiencia y dicen las cosas con mucha seguridad.

In Quote 88:13, the learner expresses that not only the knowledge about the English language is important in EFL learning. This student suggests that people's live experiences and knowledge are also important as a complement for the EFL learning processes. Quote 100:4 shows how the child value parent's knowledge about home remedies as a source that facilitates homework making. Similarly, Quote 108:4 presents a student's reflection in which the learner indicates that parents' knowledge may increase the possibilities of homework success. Reinforcing previous considerations, data from Quote 103:6 shows that the student is aware of parents' knowledge and experience as a necessary source for the accomplishment of EFL homework. This evidence allows saying that, as indicated by Klepper (2014), parents' knowledge is an important source of social capital for children. And that social capital, represented by parents' knowledge and experiences in this case, is valued and used by students in the development of EFL assignments.

Code "Providing learning conditions materials-time-resources": This code contains evidence of the moments in which parents are providers of conditions, time, and learning resources in students EFL learning.

P102: Survey 2.3 FOR STUDENTS.rtf - 102:7 (70:70)

El tiempo para la tarea y tener los materiales y la ayuda de mis padres fue lo que ellos me ayudaron.

P88: Interview Student 2 J.rtf - 88:16 (49:49)

Y sobre todo cuando necesito diccionario... o que se me acabó el lápiz, que necesito fotocopias... siempre ella me ayuda.

P86: Interview parent 3.rtf - 86:6 (23:23)

En algunas tareas yo digo "yo no entiendo eso, vaya a internet y averigüe". Cuando no entiendo... "vea allá hay un libro de inglés, vaya busque allá en la caja".

P97: Survey 1.7 FOR PARENTS.rtf - 97:6 (72:72)

Si, uno les puede ayudar así no sepa uno inglés, pero uno se le facilita formas de que investiguen.

In Quote 102:7, the student reports that parents gave him enough time and materials for the development of EFL homework. Similarly, Quote 88:16 shows the student's perception that

the mother is all the time willing to provide learning materials such as dictionary, pencil, or photocopies. In Quotes 86:6 and 97:6, parents express that they provide other alternatives to search such as internet access or books when they do not have the required knowledge to help in the EFL homework. The data in this set of quotes show that parents and students agree on the existing capacity and willingness of parents to provide working time, learning materials, and other resources that facilitate students' learning conditions. According to Volk and De Acosta (2001), parents are a big source of help; and such help can take the form of material and non-material things, human, and other resources. These ethnographers suggest that those resources benefit students' literacy development. From this view, parents may contribute to children's EFL literacy learning by facilitating learning conditions that include working time, learning materials, and other resources such as searching sources.

The parents' role of providing learning conditions is additionally supported by data from the code "Valuing own helping role in SS EFL learning" which is part of the sub-category "Valuing Parents' Roles in Children EFL Learning".

P93: Survey 1.3 FOR PARENTS.rtf - 93:4 (71:71)

Hay maneras de apoyar por ejemplo el diccionario, el computador, internet por medio de ellos podemos apoyar y ayudar.

P97: Survey 1.7 FOR PARENTS.rtf - 97:4 (34:34)

Facilitándole más tiempo en sus trabajos del cole y no poniéndole tanto que hacer en la casa.

Quote 93:4 shows how parents value their capacity to help by providing learning materials and other resources such as a dictionary, a computer, and/or internet connection. In Quote 97, the parent expresses that providing more time to children for doing school assignments is also a manner to help in students learning; in this case, speaking about EFL learning. According to He et al. (2015), it is argued that parental involvement is related to the administration of children's study time. Following this idea, parents' awareness of the importance of time management for school assignments may favor students' EFL homework efficiency.

Administering study time (He et al., 2015) is another manner in which parents may help in children's EFL literacy learning; as well as being provider of learning materials and other resources (Volk & De Acosta, 2001).

Sub-category “Offering Feedback”. This sub-category contains five different codes that represent the varied manners in which parents may provide feedback to children in the development of home EFL literacy tasks.

Code “Monitoring Childs Performance”: This code shows the different monitoring actions that parents do while offering feedback to students in the development of EFL assignments.

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:1 (4:4)

M: ¿Qué es lo que le dejaron de tarea?

P85: Interview parent 2.rtf - 85:7 (37:37)

Está uno pendiente. “¿Qué le dejaron hoy? ¿Qué tiene hoy? ¿Hay que colaborarle hoy? ¿En que hay que colaborarle?” entonces esta uno como más pendiente de ellos.

P104: Survey 2.5 FOR STUDENTS.rtf - 104:6 (54:54)

Mi mamá siempre está revisando todo lo que tenemos que hacer en el colegio.

The quotes set above shows evidence of home events in which parents exercise their monitoring role in regard to EFL homework. They do that by asking about homework (Quote 2:1; 85:7), and constantly checking students' school assignments (Quote 104:6). According to Necsoi et al. (2012), checking homework is a manner of parental involvement. Thus, a way for parents to offer feedback in children's EFL process is by monitoring homework. However, data suggest that parents can go beyond simply checking homework in a slightly way. The set of data below presents some evidence of parents' checking specific aspects of the homework such as child's performance in the homework, and information and content of the assignment.

P 4: Field Notes Task 1 C.rtf - 4:8 (9:9)

The mother monitored all the time what the student was doing. She criticized her son's calligraphy and. (e.g. Mother said: "¿qué dice ahí?" Student 1 answered: "¡déjelo que yo me entiendo!" Mother insisted: "¡No! ¡Hágala más grande amor que está muy chiquita esa letra!"; Mother said: "mire esos tachones, como se ve de feo eso ahí. Deje un poquito más de espacio, que eso todo apeñuscado ni se ve que es lo que escribe ahí").

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:37 (42:42)

A: ¿no habla de color de ojos ni de nada mas?

P42: Field Notes Task 2 C.rtf - 42:12 (14:14)

The mother showed her interest on reviewing the student's performance. (e.g. mother said: "léame que es lo que dice ahí")

P43: Field Notes Task 2 J.rtf - 43:9 (10:10)

The aunt disapproved the student's performance and made suggestions to improve. (e.g. aunt said: "no, <dictando> ella era una niña pequeña de dos años...").

Quote 4:8 shows a parent-student interaction in which the mother monitors clarity of writing and presentation in homework. In Quote 39:37, the mother asks for possible missing aspects of the home EFL literacy task. Quote 42:12 shows how the mother checks content by asking for information included in the assignment. And in Quote 43:9, the parent makes a correction of content in the EFL homework. According to Ringenberg et al. (2009), parenting actions include giving assistance in homework. Considering this, parent's revisions and corrections to students' performance in home EFL literacy tasks can be understood as manners of parents' assistance.

P44: Field Notes Task 2 L.rtf - 44:9 (12:12)

In one occasion, the mother did not feel pleased with the partial results of the task and asked the student to check the coherency of ideas. (e.g. Mother said: "entonces ¿qué? ¿Cómo es? Eso quedó como.... Acá, este pedacito").

P47: Field Notes Task 3 J.rtf - 47:9 (55:57)

The aunt monitored the results of the task by asking the student to report the outcomes of the task. And the student reported the respective results. e.g. [A:¿Cómo quedó el trabajo?

S: pues dice: (leyendo en voz alta para su tía) "Arrendaría la casa numero 1 por estar más cerca al centro y tener terraza...]

P48: Field Notes Task 3 L.rtf - 48:7 (36:39)

The mother monitored the task by asking about partial results.. E.g. [M: bueno, lea a ver cómo va. Acá, los cinco...] And the student reported the partial results of the task. e.g. [S: (reporta) la casa número 2 porque es más amplia y queda más lejos de la ciudad....]

Following the previous idea from Ringenberg et al. (2009), the data set above shows another monitoring action that may be part of the parents' assistance in EFL homework; this is the case of checking homework results. Quotes 44:9, 47:9, and 48:7 show how parents check homework results by asking the student to report the outcomes of the home EFL literacy task. This behavior can be also seen as part of parental involvement (Necsoi et al., 2012); thus, as a manner of monitoring child's performance, parents usually check homework results.

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:35 (36:36)

¿Qué hizo el diccionario de inglés?

P66: Field Notes Task 4 C.rtf - 66:10 (12:12)

The mother criticized the student's use of learning tools; she used sarcasm about the dictionary. E.g. (Mother said: "aaaa. Hay una cosa que se llama diccionario".)

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:60 (68:69)

Vea ya empezó a.... papi va a tocar pasarlo pa' otro cuaderno desde un principio. Tanto tachón. Usted esta enseñado a tachar y tachar y esos cuadernos se ven horribles así.

In the data set above, parents assess the use of learning materials; the use of the English dictionary in Quotes 2:35 and 66:10, and the use of the notebook in Quote 2:60. In Lee and Bowen (2006), it is argued that cultural capital can be represented in the form of social control sources such as home rules, and learning values. From this view, parents monitor students' behaviors in regard to the use of learning materials as a way to promote learning values about the appropriate use of EFL materials. And those learning values may be passed on from parents to children within social interactions at home (Gregory, 2001). Thus, parents monitor children's performance by promoting learning values in regard to the use of EFL learning materials.

Parents' monitoring role is strengthened by the code "Valuing own monitoring role in SS EFL learning" which is part of the sub-category "Valuing Parents' Roles in Children EFL Learning". This code shows that parents knowledge that being involved in children's EFL learning may offer benefits from a monitoring perspective.

P84: Interview parent 1.rtf - 84:12 (39:39)

El uno compartir con ellos, el hacer las tareas y eso... eso a uno como papá le sirve mucho. Porque uno así aprende en que va mal, o también en que va bien. Si está mal, ayudarlo a corregir o ayudarlo a que lo supere o que siga repasando. Entonces es bueno por eso.

P85: Interview parent 2.rtf - 85:4 (24:24)

yo he tenido la costumbre de revisarle los cuadernos... entonces al revisarle los cuadernos me doy cuenta en que van, y que trabajos les han puesto...

P98: Survey 1.8 FOR PARENTS.rtf - 98:4 (30:30)

Es muy interesante porque estamos muy pendientes de ellos si hacen las tareas o no las hacen y además podemos estar más tiempo con ellos en casa

In Quotes 84:12, 85:4 and 98:4, parents suggest that being involved in children's EFL homework allows them to monitor students' weaknesses and strengths in EFL, EFL subject content, EFL assignments, and EFL homework accomplishment. According to Walker et al. (2004), homework is a means for parents to be informed about their children learning. In this sense, parents acknowledge their capacity to monitor students' performance in EFL learning, and recognize that it is easier if they are involved in children's home EFL assignments.

Parents' monitoring role is additionally strengthened by the code "Valuing monitoring from parents" which is part of the sub-category "Valuing Parents' Involvement in EFL Learning". This code shows that students perceive the monitoring actions undertaken by parents during the development of EFL literacy tasks at home.

P87: Interview Student 1 C.rtf - 87:2 (15:15)

Pues por unas cosas no me gustó porque pues cada rato me corregía que lo de la letra, que muy chiquita, que hágala más grande... que más clarita, no tantos 'garrapiños'... entonces no me gustó eso. Y por otras pues si me gustó porque me corregía los errores que tuviera.

P102: Survey 2.3 FOR STUDENTS.rtf - 102:6 (65:66)

Sí, porque mi mamá preguntaba que tarea le dejaron... que le dijeron de la tarea... como le quedo si bien o mal.

P103: Survey 2.4 FOR STUDENTS.rtf - 103:8 (59:60)

Si porque al revisarle los cuadernos se daban cuenta del inglés y comenzaban a preguntar que dice aquí que significa etc. Y sobre todo nos preguntaban si había tareas para ayudarnos.

P108: Survey 2.9 FOR STUDENTS.rtf - 108:7 (64:64)

Pues estuvo muy pendiente de mis tareas, trabajos, materiales y pendiente de que llevara diccionario al colegio.

In the data set above, students report monitoring actions done by parents during EFL homework making. The monitoring actions reported by students are checking letter size in an EFL assignment in Quote 87:2, EFL homework assigned and grading in Quote 102:6, EFL homework assigned in Quote 103:8, and EFL assignments accomplishment and availability of learning materials in Quote 108:7. It is implicit that these parents' monitoring actions were possible only by being involved in the development of home EFL literacy tasks. This evidence validates the previous idea that the monitoring role of parents is favored by taking part of homework making with the student (Walker et al., 2004). Taking these considerations into account, it may be valid to say that parents' monitoring actions in children's EFL learning may be more likely to happen when they are involved in EFL homework development than when parents do not take part of EFL homework accomplishment.

Code "Giving feedback": This code contains evidence of parents' corrective and supportive actions during parent-student interactions while developing home EFL literacy task.

P 6: Transcription of First EFL Literacy Task Student 2.rtf - 6:26 (30:30)

Póngale ahí el origen, el origen para que sepa bien que es...

P67: Field Notes Task 4 J.rtf - 67:7 (11:11)

The aunt gave corrective suggestions for the task. E.g. (Aunt said: "eso no es casero. (Risas). Usted dijo casero. No, cambie ahí. Ponga como que fuera un dolor de estomago por parásitos").

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:39 (46:46)

M: de una contextura, y tenía y y, tantos "y" no. En un párrafo uno no mete tanto "y".

P42: Field Notes Task 2 C.rtf - 42:14 (15:15)

The mother suggested a correction of pronunciation. (e.g. mother said: "/eskinny/ ¿no es /ssskinni/?"; "es que usted pronuncia la 'e', no diga /es/ sino /sss/).

P84: Interview parent 1.rtf - 84:7 (33:33)

Que lo corrijo cuando la letra está muy pequeña, porque él siempre ha tenido la costumbre de que la letra la hace muy pequeña, que casi no se lee bien, entonces yo siempre lo corrijo mucho en esa cuestión.

As it is noticeable in the set of data above, parents give feedback in different manners and about different aspects of the EFL homework. In Quotes 6:26 and 67:7, the parents offer corrective suggestions to children in regard to content to be included in the EFL assignment. In

Quote 39:39, the parent makes a writing correction to avoid redundancy. And Quote 42:14 shows how the mother offers a corrective suggestion in reference to pronunciation. As expressed by He et al. (2015), parental involvement includes helping students at doing homework. In general terms, children perceive the different manners of parents' help in EFL homework. Making correction about aspects of the EFL task such as content, writing, or pronunciation may be seen as part of giving feedback; which at the same time makes part of the actions that parents undertake when helping children with homework (He et al., 2015).

The parents' role of "Giving feedback" is supported by the code "Valuating own feedback-giving role in SS EFL learning", which is part of the sub-category "Valuing Parents' Roles in Children EFL Learning".

P84: Interview parent 1.rtf - 84:8 (33:33)

Entonces por eso es bueno compartir con los hijos porque uno ve como escriben ellos, como hacen para escribir, entonces uno como que los corrige en esa... en muchas cosas mientras está en la tarea y muchas otras cosas también.

P90: Survey 1.1 FOR PARENTS.rtf - 90:6 (33:33)

Primero en ser ordenado a la hora de realizar un trabajo, dedicar el tiempo en ello y concentrarse en lo que se está haciendo para obtener un buen resultado enseñándole que todo tiene un orden y un tiempo.

P96: Survey 1.6 FOR PARENTS.rtf - 96:3 (26:26)

Me sentí bien porque le corregí una oración que yo sabía cómo se planteaba y le corregí.

Quote 84:8 shows that parents value their participation in EFL homework as a strategy that allows them to monitor how the learner does the EFL assignment and to offer corrections. In Quotes 90:6 and 96:3, parents report that they have helped their children by giving feedback about order, timing, and sentence construction. This is coherent with previous considerations that suggest that as part of parents' participation in EFL homework making (Walker et al., 2014), parents give feedback to students (He et al., 2015) in aspects of the EFL assignment.

Students may perceive and value the parents' role of "Giving feedback". This is evidenced in data from the code "Valuating parents' feedback", which is part of the sub-category "Valuing Parents' Involvement in EFL Learning".

P87: Interview Student 1 C.rtf - 87:8 (31:31)

Pues, ya he dejado tantos errores como los tachones, que es lo que ya no hago tanto... sino que dejo el espacio donde dejé mal la palabra... la encierro y escribo más abajo.

P88: Interview Student 2 J.rtf - 88:2 (15:15)

Pues me gustó también la forma en la que ella me explicaba y decía que estaba bien y que estaba mal. Como en la de las casas, en la decisión que discutimos ahí decidiendo cual casa era la mejor.

P89: Interview Student 3 L.rtf - 89:5 (22:22)

Fue en las correcciones y en las... por ejemplo yo... al hacer un texto... yo llegaba y lo sacaba como saliera... o sea no me ponía a ver "esta palabra no concuerda y esta no va así", entonces mi mamá me dijo "esta palabra acá está mal, ponga otra" o sea argumentémoslo bien. ¿Sí? Entonces pues si me sirvió mucho el apoyo.

The data set above shows that students are conscious of the feedback provided by parents in the development of EFL homework, and they apparently value the positive impact of parents' feedback on the homework results. Students reported parents' feedback about improvement in the quantity of "tachones" (crossing words out as a rudimentary correction for misspellings) committed (Quote 87:8), discussions of correctness or incorrectness (Quote 88:2), and corrections of sentence coherence (Quote 89:5). According to Kukk et al. (2014), when parents get involved in students' homework, they feel co-responsible of the homework accomplishment. These considerations from students support the idea that when parents are involved in the development of EFL homework (Walker et al., 2004), they assume the role of giving feedback. And that parents' interest of giving feedback may be a consequence of their sense of co-responsibility of the EFL assignment (Kukk et al., 2014).

Code “Giving clarification”: This code contains evidence of a parents’ action related to giving feedback. When parents offer feedback, sometimes it is necessary to clarify the feedback in order to make it more effective.

P23: Field Notes Task 1 L.rtf - 23:7 (8:8)

Mother said: “o sea pues digamos yo saqué su nombre porque cuando yo me di cuenta que iba a ser una niña entonces saqué el listado, ¿si?”

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:29 (34:34)

M: pequeña de dos años, pues decir que de dos años es pequeña..

P82: Transcription of Fourth EFL Literacy Task Student 2.rtf - 82:8 (17:17)

A: no (risas). Si se lo toma se duerme usted. La masca, la masca la hojita.

Quotes 23:7, 39:29, and 82:8 show how parents make clarification and justification for information given, and clarification for content in the task. As parents assume part of the responsibility of the EFL homework (Kukk et al., 2014) and give feedback (He et al., 2015), they may give clarifications to make sure the feedback given is effective.

Code “Processing information”: this code presents evidence of home interactions in which parents process information in order to be able to help effectively in the homework accomplishment.

P48: Field Notes Task 3 L.rtf - 48:3 (8:8)

The mother only paid attention and stayed in silence while the student read the task for her.

P50: Transcription of Third EFL Literacy Task Student 2.rtf - 50:5 (14:19)

S: pues la casa 2 eee tiene... la sala, la cocina, tiene un patio pequeño, tres piezas, tres baños, un comedor, un garaje y no tiene terraza. Entonces, la casa mide 240 m2 y la renta cuesta \$1.200.000= pesos. Y está a 15 minutos del centro de la ciudad.

A: tienen el mismo valor. La segunda es más grande que la primera. A: esta tiene un baño más que esta. ¿Qué otra diferencia hay? Esta no tiene garaje, esta tiene garaje. A: esta tiene terraza y esta no. Esta es más grande 240 m2.

P82: Transcription of Fourth EFL Literacy Task Student 2.rtf - 82:33 (49:49)

A: pues depende. Si es por una intoxicación; comer los alimentos en buen estado. Si es por problemas de menstruación; pues bregar a no recibir frio, no estar descalza. Entonces ¿ahí que le pone? Si es por parásitos, entonces no consumir dulces.

Quote 48:3 shows that the mother was attentive to listen to the details of the homework. This was possibly an attempt to be properly informed and then think how to help. In Quote 50:5, the parent listened to the information of the task and then made a quick analysis of what she heard. In Quote 82:33, the parent thinks out loud about the possibilities of using the information in the homework. This parents' role of processing information is thought to be a complementary behavior of giving feedback; because if parents are co-responsible of the EFL homework (Kukk et al., 2014), they must be sure of their understanding of the aspects of the children's assignment. In this way, parents' help in children's homework (Walker et al., 2004) may become more effective.

Code "Becoming leader of the task": This code shows moments of the development of the EFL literary task at home in which the parents assume a protagonist role in the development of the EFL assignment.

P51: Transcription of Third EFL Literacy Task Student 3.rtf - 51:19 (48:51)

M: acá se puede añadir también que es el mismo costo.

S: el costo...

M: (dictando) es el mismo.

S: es el mismo. Listo.

P81: Transcription of Fourth EFL Literacy Task Student 1.rtf - 81:26 (40:42)

M: venga yo le ayudo que yo busco más rápido. (Toma el diccionario de inglés).

S: hágale a ver si encuentra.

M: (busca en el diccionario).

P82: Transcription of Fourth EFL Literacy Task Student 2.rtf - 82:42 (65:65)

A: entonces ponga, (dictando) tomar agua con leche en ayunas.

The data set above shows that parents assume a guiding role during the development of the EFL homework. For example, the parents propose ideas for the homework accomplishment (Quote 51:19), take the initiative to use the dictionary to help in the task (Quote 81:26), and guide the homework by dictating to the child (Quote 82:42). These parents' behaviors are seen as part of their sense of co-responsibility of the EFL homework development (Kukk et al., 2014).

Considering this, parents may feel that the homework could be an assignment for the student and

the parent; and it is not only a students' concern. This idea is evidenced in Quote 85:11 below; the parent expressed that she feel that the homework is a matter of both parent and child, and not only of the student. According to these considerations, it is possible to say that parents offer feedback in children's EFL literacy learning by becoming leaders of the task. And parents' may assume such empowered role as a response to their inner feelings of being co-responsible of the EFL assignment (Kukk et al., 2014).

P85: Interview parent 2.rtf - 85:11 (55:55)

P: precisamente al involucrarme yo en las tareas, al ver si si, si no, porque uno siente que no es una tarea solo de él sino una tarea de dos. Porque como salga él va a salir uno. Si sale mal él, entonces yo no le enseñé... yo no le ayudé... yo no le colaboré como debía.

After this previous analysis of parents' roles as contributing actions in children's EFL literacy learning, it is important for the pedagogical implications of this study to take a look at the parents' and students' feelings, perceptions, and thoughts about parental involvement in children's EFL learning process from home. Those feelings, perceptions and thoughts are present in codes "Valuing own helping role in SS EFL learning" and "Valuing parents' help in SS EFL learning" respectively. Evidence from these two codes also serves as additional support to parents' contributing roles in the EFL process.

P84: Interview parent 1.rtf - 84:1 (19:19)

Pero a mí me gustó porque él se siente bien de que yo esté ahí con él ayudándole en las tareas.

P85: Interview parent 2.rtf - 85:6 (30:30)

Más acercamiento porque ya tienen esa confianza con uno. Entonces como más acercamiento... de pronto ya no hay necesidad de preguntar qué tarea le han dejado, sino que ellos le dicen a uno.

P90: Survey 1.1 FOR PARENTS.rtf - 90:2 (18:18)

Porque el hijo se siente más seguro y obtiene más confianza al sentir interés del padre colaborándole con su tarea.

P91: Survey 1.10 FOR PARENTS.rtf - 91:3 (26:26)

Nos permite conocer un poco más a fondo sentimientos, maneras de pensar, cosas que agradan y cuáles no. Mas la oportunidad de demostrar el interés y afecto que se tiene hacia ellos.

P96: Survey 1.6 FOR PARENTS.rtf - 96:8 (88:88)

Porque hay más comunicación de padres e hijos.

P99: Survey 1.9 FOR PARENTS.rtf - 99:1 (14:14)

Buena porque estuvimos más unidas.

Parents recognize the implications of their presence in the development of children's EFL homework. The data set above shows that parents perceive that working with their children in EFL homework allows them to build stronger relationships, promote children's self-confidence, and better to know one to each other. In reference to the learning theory of social capital, Kim (2011) suggests that the good relationships between members of a community may increase the productivity of each one of the individual in the community. Considering this, if parents and students relationships are reinforced, children's leaning may be favored. Thus, it may be valid to say that parental involvement in EFL homework (Kukk et al., 2014) helps the development of strong relationships between parents and children. Consequently, children's EFL learning may be favored because individuals' potentials increase when they belong to a community with good relationships (Kim, 2011).

P84: Interview parent 1.rtf - 84:16 (50:50)

Pues algunos padres a veces no saben mucho de inglés, pero hay una cosa que se llama diccionario. Y si uno no sabe, pues venga papito le ayudo aquí a buscar... uno busca la palabra ahí o le ayuda a buscar en el diccionario, pues para eso es... si uno no sabe pues ahí la encuentra. Entonces ¡no veo porque es un dificultad; que así uno no sepa, uno les pueda ayudar a ellos;

P85: Interview parent 2.rtf - 85:8 (41:41)

No, no es necesario saber de inglés. Aquí es donde se da uno cuenta de que no es necesario saber de inglés. Al igual... al ellos tener una guía, también le van explicando a uno y uno va aprendiendo de ellos. Uno les está ayudando en los trabajos, pero uno también está aprendiendo de eso. Entonces no e necesario uno saber de inglés.

P86: Interview parent 3.rtf - 86:19 (54:54)

P: aunque uno no sepa profesor pero pues digamos... hay muchas... que digamos que uno no entiende pues para eso existen los libros, los diccionarios para no también... buscar las palabras que uno no entienda o que no las sepa ni escribirlas ni pronunciarlas. O más que todo escribirlas, porque muchas veces la pronunciación es la que a veces le queda grade a uno más que todo.

P97: Survey 1.7 FOR PARENTS.rtf - 97:6 (72:72)

Si, uno les puede ayudar así no sepa uno inglés, pero uno se le facilita formas de que investiguen.

Parents value their capacity to help in the EFL homework, even if they do not have a command of the English language. The set of quotes above shows that parents are aware of the

alternative manners they have to contribute to children's EFL literacy learning from home.

Parents suggest that it is possible to help their children by using an English dictionary, learning from them, using books, and providing sources to investigate. According to Volk and De Acosta (2001), parents are thought to be providers of learning resources. Taking this into account, parents appear to understand and value their capacity to help in children's EFL learning from a non-linguistic focus; for example by providing learning materials and resources.

P93: Survey 1.3 FOR PARENTS.rtf - 93:2 (30:30)

Es una oportunidad de compartir, ayudar y tener una cercanía que se va perdiendo si no se le presta atención.

P94: Survey 1.4 FOR PARENTS.rtf - 94:1 (14:14)

La experiencia fue muy bonita porque compartir con mi hijo y ayudarlo en el desarrollo y crecimiento.

P96: Survey 1.6 FOR PARENTS.rtf - 96:2 (22:22)

Me pareció bueno porque le pude ayudar en la tarea y compartí más tiempo con mi hija.

P99: Survey 1.9 FOR PARENTS.rtf - 99:2 (18:18)

Porque pasábamos más tiempo juntas compartiendo de un idioma extranjero.

P99: Survey 1.9 FOR PARENTS.rtf - 99:4 (30:30)

Bien porque así se disfruta más tiempo entre padres e hijos.

Parents value the time that they share with their sons and daughters while doing EFL homework. In the set of quotes above, parents express that they appreciate the time they shared with their children. According to Kim (2011), social capital is handed in from parents to students when parents share time with children or get involved in children's learning activities. Sharing time with children may favor the parent-children relationship, which may increase children's effective learning from social interactions (Volk & De Acosta, 2001). In other words, sharing time with children while making EFL homework may increase the students' acquisition of social capital (Kim, 2011) from home interactions (Volk & De Acosta, 2001).

Parents also reported a rewarding feeling after helping children in the development of home EFL literacy tasks. Those reported feelings come from Code "Feeling rewarded as a parent".

P90: Survey 1.1 FOR PARENTS.rtf - 90:4 (25:25)

Me sentí bien al poder estar al lado de mi hijo, poder contribuir en el desarrollo de su actividad académica.

P96: Survey 1.6 FOR PARENTS.rtf - 96:7 (80:80)

Si, en que uno tiene más comunicación con mi hija; en que me siento más útil para ella.

P98: Survey 1.8 FOR PARENTS.rtf - 98:3 (26:26)

Me sentí muy bien a compartir más tiempo con mi hijo y me siento útil y de una gran ayuda para realizar el desarrollo de las tareas en casa.

The quotes above are evidence of parents' feelings toward rewards. Sometimes, parents may feel incompetent to help in children's homework (Chen & Harris, 2009). Evidence in these quotes suggests that being involved in EFL homework helps parents to overcome those types of feelings.

Analysis of Students' Roles as Behaviors Provoked by Parental Involvement in EFL

Learning

In this section, I analyze the category of "Students Roles" (see Figure 3, page 62). This analysis is done following the idea that these roles assumed by students appear as a result of the parents' participation in the development of EFL literacy tasks at home. In this section of the analysis, I present the interpretation of the varied roles that children may assume; and after that, I present the theoretical aspects behind those students' behaviors and thoughts.

Codes from Sub-category "Managing Information". This Sub-category represents the students' roles in regard to the organization of information and the strategies they use to gather and process the information within the development of the EFL homework with parents.

Code "Taking notes": As previously discussed, parents usually guide the task by dictating texts to children when parents become leaders of the homework accomplishment. The following set of codes shows how students assume the role of taking notes as a response to the parents' leading actions at providing information or dictating texts for students to write down.

Quotes 46:14, 66:8 and 67:9 show that parents dictate some information to students, and the students' response to those dictations is to take notes of what they hear.

P46: Field Notes Task 3 C.rtf - 46:14 (53:64)

The student wrote according to what the mother said.

e.g. [M: me gustaría vivir en la casa 2 porque es más grande, más cómoda, tiene garaje, está retirado de la ciudad. Por eso me gusta, menos bulla, más tranquilidad, ¿todo lo va a escribir ahí?

S: si señora.

M: grande, cómoda...

S: (escribiendo) retirada de la ciudad... menos bulla...

M: ajá, más tranquilidad,

S: (escribiendo) más tranquilidad...

P66: Field Notes Task 4 C.rtf - 66:8 (10:10)

And the student took notes of most of what the mother dictated. E.g. (Mother said: "pues... medirse uno en lo que come... tomar agua hervida, no tomar aguas crudas que eso es lo que le hace doler el estomago a uno. Cocinar bien los alimentos. Lavarse las manos antes de comer". Student: "(toma nota de lo que la madre dicta)".

P67: Field Notes Task 4 J.rtf - 67:9 (12:12)

And the student took notes. E.g. (Aunt said: "entonces ponga, (dictando) tomar agua con leche en ayunas". Student: "(toma notas)". Aunt said: "(dictando) con leche tibia. Y... para la prevención; entonces, no comer muchos dulces. Un previo lavado de manos". Student said: "(toma notas). Y ¿para la diarrea?").

Code "Checking information or content": This code shows the varied manners in which students check the information received from parents and the content of the home EFL literacy tasks. Quotes 48:5 and 82:17 present evidence that students try to unify or verify the content and information provided by parents to be used in the EFL homework.

P48: Field Notes Task 3 L.rtf - 48:5 (14:20)

Mother and daughter discussed the information given in the worksheet. They shared opinions. e.g. [M: bueno, la casa número 2 es más grande por qué; por el garaje, es... más servicial por los tres baños.

S: no esta no tiene garaje. La 2 no tiene garaje. Aaa si, ambas tienen garaje. Pero no tiene terraza.

M: casa numero 2, entonces pues... será por los tres baños.

P82: Transcription of Fourth EFL Literacy Task Student 2.rtf - 82:17 (26:26)

S: ¿entonces, cepillado cuatro veces al día?

Code “Asking for parents’ knowledge”: When parents help in homework development, they are available to offer any kind of help; this is the case of providing necessary information for the EFL assignment. This code shows how students, in view of parents’ presence, take advantages of parents’ knowledge by asking questions to them. Codes 2:6, 39:8, 40:3 and 66:9 below present evidence that children ask parents for information required to make the home EFL literacy task. In this case, the students asked for specific parents’ knowledge such as physical characteristics of a deceased relative and English vocabulary.

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:6 (9:9)

S: ¿Cuáles fueron los nombres que ustedes propusieron para ponerme?

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:8 (13:13)

el tipo de pelo que ella tenía. ¿Cómo era?

P40: Transcription of Second EFL Literacy Task Student 3.rtf - 40:3 (6:6)

El tipo de cabello que tenía mi abuelo ¿era liso, crespo...?

P66: Field Notes Task 4 C.rtf - 66:9 (11:11)

The student asked her mother about English vocabulary. E.g. (Student said: “¿Cómo se dice alcohol en inglés? ¿Alcohol es alcohol?”)

Codes from Sub-category “Responding to Parent”. This sub-category contains three codes that represent the students’ responses to parents’ actions such as monitoring and giving feedback.

Code “Explaining EFL strategies”: When parents and students work together in homework making, children apparently feel the need for explaining the manners and strategies they are using to accomplish the EFL assignment. This code shows how students explain EFL strategies when the situation requires for it, during the development of home EFL literacy tasks with parents. In Quotes 2:29, 2:32 and 42:11, students describe what they are doing and what they will do along the development of the EFL homework.

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:29 (29:29)

S: Si, de una vez las paso a inglés y después las corrijo bien.

P 2: 2-Transcription of First EFL Literacy Task Student 1.rtf - 2:32 (31:31)

S: Si. Con esto ya me guio y con esta copia es más fácil. Es un ensayo (worksheet) que hicimos para más o menos guiarnos. Usamos lo estos cuadros y entonces así debe ser el párrafo de nosotros.

P42: Field Notes Task 2 C.rtf - 42:11 (13:13)

The student explained what he was doing. (e.g. student said: “pues lo que usted me dijo, entonces yo solamente hago pasarlo a inglés”)

Code “Reporting back to parent”: As it was previously discussed, parents usually monitor students performance by asking for homework’s results. This code presents evidence of home events in which students report partial and final results of homework as a response to parents’ monitoring actions such as checking homework results. Quotes 46:8 and 47:9 show that parents ask the students to read out loud or report the results of the EFL homework, and the students’ response is to present the EFL assignment’s results to parents.

P46: Field Notes Task 3 C.rtf - 46:8 (23:26)

The mother asked the student to read the partial task. And the student reported the preliminary outcomes.

E.g. [M: si, ¿cuales tiene ahí? Léamelas.

S: (leyendo): la casa 1 es más pequeña que la casa 2, que la casa 1 está más cerca del pueblo que la casa 2, y la casa 2 es más grande que la casa 1.]

P47: Field Notes Task 3 J.rtf - 47:9 (55:57)

The aunt monitored the results of the task by asking the student to report the outcomes of the task. And the student reported the respective results.

e.g. [A:¿Cómo quedó el trabajo?

S: pues dice: (leyendo en voz alta para su tia) “Arrendaría la casa numero 1 por estar más cerca al centro y tener terraza. También la arrendaría porque no me es indispensable el garaje de la casa numero 2.]

Code “Explaining a literacy task”: When a parent is going to help a student with a task, the learner must explain the details of the literacy task in order for the parents to be informed of the task and be able to help properly. This happens usually by students’ decision; however, sometimes parents ask for additional information about the EFL assignment along the task development. Quotes 40:2, 46:3 and 46:6 show some moments in the development of home EFL literacy tasks with parents in which the students explain the EFL assignment to parents.

P40: Transcription of Second EFL Literacy Task Student 3.rtf - 40:2 (5:5)

E.g. [S: La tarea se trata de describir a una persona que haya fallecido y pues yo diría que... mi abuelo.]

P46: Field Notes Task 3 C.rtf - 46:3 (8:8)

The student read the task for his mother. The student translated into Spanish for his mother to understand.

P46: Field Notes Task 3 C.rtf - 46:6 (20:20)

The student explained to the mother that the task included making comparisons between the two houses.

Codes from Sub-category “Approaching EFL Learning”. The actions that students do as part of their process of EFL learning are usually framed within school settings. However, this sub-category presents some codes that show the students’ EFL learning actions in a setting in which there is the presence and participation of a parent. This is the case of the development of home EFL literacy tasks with parents’ help.

Code “Using parents’ knowledge in a literacy task”: As it was explained before, students usually ask for parents’ knowledge when parents are available. Then, this code shows that learners take advantages of parents’ knowledge by using that source of information in the development of EFL literacy tasks. Codes 8:1 and 78:1 show the transcripts of the results of home EFL literacy tasks in which students used parents’ knowledge to accomplish the task.

P 8: T1-JG.rtf - 8:1 (8:8)

In the 1999, I was named Juan Sebastian my dad Yeison proposed name Juan for his meaning is to be faithful to God and my mom proposed name Sebastian for its meaning which is honorar or reverenciar.

P78: T4-VG.rtf - 78:1 (3:10)

Advice to remedy: To remedy a tootache, you should crush some leaf of coca and put in the tooth.

Advice to prevent: To prevent a tootache, you shouldn’t eat many candi and you should brush.

Advice to remedy: To remedy the temperature, you should take a bath with cold water.

Advice to prevent: To prevent the temperature, you shouldn’t stay wet long periods of time.

Advice to remedy: To remedy a stomach ache, you should put vinegar in the stomach.

Advice to prevent: To prevent a stomach ache, you shouldn’t eat many candi.

Advice to remedy: To remedy a diarrhea, you should drink guauu tree of juice.

Advice to prevent: To prevent adiarrhea, you shouldn’t eat foods conquereds.

Code “Using co-constructed knowledge in a literacy task”: Parents-students interactions apparently give place to the development of new knowledge which co-constructed within parents and students ideas and efforts. Codes 25:1 and 59:2 below show the transcripts of home EFL literacy tasks in which learners use that co-constructed knowledge in the accomplishment of the tasks.

P25: T2-AR.rtf - 25:1 (3:7)

Straight hair, short hair, dark hair

Tanned / Short / Slim.

My grandmother Delfa was slim, short and tanned. She had straight, short and dark hair.

P59: T3-JT.rtf - 59:2 (6:6)

We would rent house 2 (1 or 2) because is more beautiful, because have garaje and house 1 not, because the house 2 is bigger than house 1, because the kitchen in house 2 is bigger the house 1, because house 2 is as expensive as house 1.

Code “Using parents’ feedback in a literacy task”: Once parents offer their help, they usually give feedback to students, as it was previously discussed in the code “Giving feedback”. That feedback, in most of the times, is used by students in their EFL assignments. For example, Quote 39:31 shows the feedback given by the parent, and Code 34:1 shows the transcript of the home EFL literacy task in which the student used the feedback received from the parent during home interactions. A similar relation is presented between Code 39:39 and Code 31:1.

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:31 (36:36)

M: ahorita si, (dictando) de cabello corto, castaño, liso, “ya le pusimos allá arriba que era liso”, y delgado.

P34: T2-LS.rtf - 34:1 (3:7)

Dark, short, straight / Dark / Medium height / Chubby

My grandfather was medium height and chubby, and his complexion was dark he had dark, short, and straight hair.

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:39 (46:46)

M: de una contextura, y tenia y y, tantos “y” no. En un párrafo uno no mete tanto “y”.

P31: T2-JG.rtf - 31:1 (3:7)

Spiky, short, Brown, hair / Fair / Short / Chubby

My cousin was chubby and short. She was fair. She had short, spiky and Brown hair.

Code “Making decisions”: It is expected that children make decisions by themselves as part of their autonomy. However, in the presence of parents, students may consider parents’ opinions and understandings to support their decisions in regard to home EFL assignments. The next set of quotes shows home events in which parents make part of decision-making processes during the development of EFL literacy tasks at home.

P48: Field Notes Task 3 L.rtf - 48:6 (22:34)

Mother and daughter organized ideas together.

e.g. [S:¿Porque es más amplia?

M: porque es más amplia y... y ¿Qué? Es más amplia y... ¿y tiene terraza? O la casa numero 2 porque es mas ¿grande, si?

S: más amplia, pero queda como más lejos.

M: si dejarla así. Pues queda más retirada de la ciudad pero es más amplia y cómoda para vivir]

P67: Field Notes Task 4 J.rtf - 67:10 (13:13)

Student and aunt shared ideas for the development of the task. E.g. (Aunt: “pero entonces para prevenirlo. Consumir alimentos previamente bien preparados, ¿no será? ¿o que ponemos ahí?” Student said: “purgarse (risas)”. Aunt said: “también (asintiendo con la cabeza). Si, si... hágale. Mantener el cuerpo desparasitado”).

Code “Asking for feedback”: When parents offer their help in the development of home EFL literacy tasks, children take advantages of parents’ availability by asking for corrections, opinions, or knowledge to improve the EFL assignment’ outcomes. This code shows evidence of children asking for feedback about different aspects of the EFL homework. In Quotes 6:39, 39:30 and 39:41, students ask parents for feedback about lexicon and organization of ideas in a paragraph.

P 6: Transcription of First EFL Literacy Task Student 2.rtf - 6:39 (61:61)

S: y mamá me puso... ¿me puso o propuso? ¿Cómo ponemos?

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:30 (35:35)

S: de dos años... entonces.. ¿Ahí que le metemos?

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:41 (49:49)

S: por eso mire, mi prima era una niña pequeña de dos años, de cabello corto, castaño, liso, y su color de piel era trigueño, --¿y no se le puede meter otra vez “y”?

Code “Asking for parent’s help in homework”: This code presents evidence of children requiring parents’ help in homework development. In Quotes 6:1, 39:2, 40:1 and 48:1, students ask parents for their help in the development of a home EFL literacy task. Quote 66:13 shows that the student asks for parent’s help in a specific aspect of the task like searching for vocabulary in a dictionary.

P 6: Transcription of First EFL Literacy Task Student 2.rtf - 6:1 (5:5)

S: eee tía, es pa’ que pa’ que me ayude a hacer esta tarea. (Señala la fotocopia).

P39: Transcription of Second EFL Literacy Task Student 2.rtf - 39:2 (7:7)

S: que es que necesito que me ayude otra vez, a hacer esta tarea.

P40: Transcription of Second EFL Literacy Task Student 3.rtf - 40:1 (5:5)

S: mami para que me colabore con una tarea

P48: Field Notes Task 3 L.rtf - 48:1 (7:7)

The student started the interactions by asking his mother for help with the assigned task.

P66: Field Notes Task 4 C.rtf - 66:13 (15:15)

Student asked her mother for help at using the dictionary. E.g. (Student said: “busque árbol Mamá”). (Student said: “y... busque papilla, busque papilla”).

As it has been discussed along this paper, parental involvement includes parents’ help in the development of homework (Pavalache-Ilie & Tirdia, 2014; Ringenberg et al., 2009; Avila Daza & Garavito, 2009; Cojocariu & Mares, 2014; Necsoi et al., 2013; He et al., 2015). In this case, parents offer their help to children in the accomplishment of home EFL literacy tasks. As it was explained previously in the section of ‘Students’ roles’, students’ actions as a result of parental involvement in EFL literacy learning are 1) “Managing Information” which includes “taking notes”, “checking information or content”, and “asking for parents’ knowledge”. 2) “Responding to parents” which includes “explaining EFL strategies”, “reporting back to parent”, and “explaining a literacy task”. 3) “Approaching EFL learning” which includes “using parents’ knowledge in a literacy task”, “using co-constructed knowledge in a literacy task”, “using parents’ feedback in a literacy task”, “making decisions”, “asking for feedback”, and “asking for parents’ help in homework”.

Those actions undertaken by students during the development of EFL homework are seen as actions provoked by the influence of parental involvement. Students' behaviors may be different if parents do not participate in EFL assignments. According to He et al. (2015), the critical role assumed by parents in actions such as helping with homework, provide support to children in a cognitive and emotional level. For He and his colleagues (2015), that parents' support influences positively children's administration of study time and their interest to accomplish homework. Desforges and Abouchar (2003) affirm that parents are influential agents on students' task orientations. From Petchprasert (2014), it is argued that parental positive attitudes and beliefs about language learning contribute to children's L2 development. Similarly, Kukk et al. (2014) state that children's attitudes are affected by parents' attitudes in regard to homework; consequently, students may obtain higher school outcomes.

Having the previous considerations in mind, it may be valid to say that when parents help in the accomplishment of students' EFL assignments (Pavalache-Ilie & Tirdia, 2014; Ringenberg et al., 2009; Avila Daza & Garavito, 2009; Cojocariu & Mares, 2014; Necsoi et al., 2013; He et al., 2015), children assume a variety of positive roles toward EFL learning and EFL homework as result of the influence of parents' attitudes (Petchprasert, 2014; Kukk et al., 2014), cognitive and emotional support (He et al., 2015), and tasks orientations (Desforges & Abouchar, 2003).

Chapter V

Conclusions and Pedagogical Implications

Conclusions

This qualitative and exploratory study works on parental involvement in children's EFL literacy learning. The present study explores the varied roles that parents may assume while helping children in the development of EFL literacy tasks at home, and how those parents' roles may contribute to students' EFL learning. In this section, I provide an answer to the research question that moves this investigation in virtue of the findings reported in Chapter IV. The research question is "what contributions does parental involvement in children's EFL literacy tasks offer to EFL outcomes of ninth grade students at Jorge Abel Molina School?" To answer this question, I present some supportive considerations followed by a conclusion.

Considerations for conclusion 1. The data analysis and findings section shows that parents can shape children's minds toward EFL by giving children advice toward EFL success. According to Kim (2011), children are favored from the social capital that parents pass on them by giving positive advice, encouragement, and models to follow. From Kukk et al.'s (2014) point of view, homework is more useful when parents encourage students toward school assignments. Having involved parents favors children's attitudes and skills to study (Cojocariu & Mares, 2014). These considerations lead to the following conclusion.

Conclusion 1. Parents contribute to the EFL literacy learning of ninth grade students of Jorge Abel Molina School by shaping children's minds toward EFL in aspects such as attitudes to study EFL (Cojocariu & Mares, 2014), attitudes toward EFL homework (Kukk et al., 2014), and views of EFL (Kim, 2011). This is done by giving advice for EFL success as demonstrated in the data analysis chapter.

Considerations for conclusion 2. The data analysis shows that parents can facilitate students' EFL learning. Parents do this by 1) providing information to children. According to Lee and Bowen (2006), the social capital that parents passed on to children can take the form of information; for Klepper (2014), cultural capital from parents also takes the form of experiential knowledge. Children acquire cultural knowledge from social interactions with parents (Gregory, 2001). That information can be used by students' as tools to accomplish EFL homework. 2) Providing learning conditions (materials, time, and resources). According to Volk and De Acosta (2001), parents are providers of material and non-material resources. He et al. (2015) suggest that the administration of children's study time is part of parental involvement. These considerations give place to the following conclusion.

Conclusion 2. Parents contribute to the EFL literacy learning of ninth grade students of Jorge Abel Molina School by facilitating EFL learning. This is done by providing cultural capital to children in form of information (Lee & Bowen, 2006) and experiential knowledge (Klepper, 2014) within parents-students' social interactions (Gregory, 2001) and providing learning conditions that includes material and non-material resources to study (Volk & De Acosta, 2001) and administering study time at home (He et al., 2015).

Considerations for conclusion 3. According to the data analysis, parents can offer feedback to students during the development of home EFL literacy tasks. Parents offer feedback by 1) monitoring children's performance: According to Necsoi et al. (2012), checking homework makes part of parental involvement. Ringenberg et al. (2009) argue that parental actions include assisting homework accomplishment (e.g. giving corrections). From Lee and Bowen (2006), cultural capital can take the form of home rules, and learning values (e.g. rules and values about learning materials use). 2) Giving feedback on EFL homework: He et al. (2015) affirmed that parental involvement includes helping students to do homework (e.g. giving corrections).

According to Kukk et al. (2014), once parents are involved in children's homework, they assume a co-responsibility of the homework development. 3) Processing information: As parents are co-responsible of the EFL assignment (Kukk et al., 2014), they must be sure of their understanding of the aspects of the task to be able to help properly. 4) Giving clarifications: when parents give feedback (He et al., 2015), they give clarification in an attempt to make sure the feedback given is effective; because they feel co-responsible of the EFL homework (Kukk et al., 2014). 5) Becoming leader of the task: drawing on previous ideas, parents become leaders of the EFL assignment because they feel the responsibility of the tasks in theirs too, and not only children's (Kukk et al., 2014). These ideas lead to the following conclusion.

Conclusion 3. Parents contribute to the EFL literacy learning of ninth grade students of Jorge Abel Molina School by offering feedback to students in the development of EFL homework. Parents offer feedback by monitoring children's performance in EFL homework (Necsoi et al., 2012; Ringenberg et al., 2009; Lee & Bowen, 2006), and being co-responsible of the EFL assignment (Kukk et al., 2014) with actions such as giving feedback in EFL homework (He et al., 2015; Kukk et al., 2014), processing information, giving clarifications, and becoming leaders of the task development. These last findings appear to be new to the specialized literature. It suffices to say however that these new findings are context sensitive.

Considerations for conclusion 4. The data analysis suggests that parental involvement in students' EFL literacy tasks provoked some specific children's behavior in regard to EFL literacy learning such as managing Information (taking notes, checking information or content, and asking for parents' knowledge), responding to parents (explaining EFL strategies, reporting back to parent, and explaining a literacy task), approaching EFL learning (making decisions, asking for feedback, asking for parents' help in EFL homework, and using parents' knowledge, co-constructed knowledge, and parents' feedback in EFL literacy tasks). These previously listed

students' actions are seen to happen as response to parents' emotional and cognitive support (He et al., 2015), parents' task orientations (Desforges & Abouchaar, 2003), parents' positive attitudes and beliefs about EFL (Petchprasert, 2014), and parents' attitudes in regard to EFL assignments (Kukk et al., 2014). These considerations lead to the following conclusion.

Conclusion 4. Parents can contribute to children's EFL literacy learning by getting actively involved in students' EFL homework. This is because when parents help in the accomplishment of students' EFL assignments (Pavalache-Ilie & Tirdia, 2014; Ringenberg et al., 2009; Avila Daza & Garavito, 2009; Cojocariu & Mares, 2014; Necsoi et al., 2013; He et al., 2015), children assume a variety of positive roles toward EFL learning and EFL homework as result of the influence of parents' attitudes (Petchprasert, 2014; Kukk et al., 2014), parents' cognitive and emotional support (He et al., 2015), and parents' tasks orientations (Desforges & Abouchaar, 2003). Consequently, children may gain confidence to accomplish tasks and obtain better EFL learning outcomes.

Pedagogical Implications

As a reflection, I would like to say that being teacher researcher in this study allows me to redefine myself as a teacher and also redefine the manner I think about parents in the EFL process. I started with the idea that parents were a problem in children's EFL teaching and learning; I used to complain a lot about parents and I thought that they did not want to help in their children's EFL process. However, this study has demonstrated that parents have many important aspects to offer in this process of teaching EFL; maybe it is a matter of opportunities rather than lack of willingness by part of parents. According to Kupzyk, McCurdy, Hofstadter and Berger (2011), educators tend to underestimate parents' willingness to participate and because of that, teachers do not create strategies to link parents and school. For these authors, it is

highly important for schools to generate opportunities for parents to learn strategies to help in children's learning.

Considering this, I think now that parents are potential helpers in the EFL teaching and learning process. I can say that because, as reported previously in the conclusions section, they demonstrated to be able to contribute to students' EFL learning by doing actions such as shaping children's minds toward EFL, facilitating EFL learning conditions, offering feedback, and influencing students attitudes in regard to EFL and EFL homework. I recommend English language teachers to see parents as helpers in the EFL process and to value parents' potentials to contribute to students learning from home.

This study helped parents and students build stronger relationships as a result of their participation in home EFL literacy tasks. Evidence of this is presented in the data analysis section, page 81. Form Kim (2011), good relationships between members of a community may increase the potential of individuals. Parental involvement in EFL homework (Kukk et al., 2014) strengthens relationships between parents and students. Consequently, children's EFL learning may be favored because of those good home-family relationships (Kim, 2011).

During the development of home EFL literacy tasks between parents and students, parents discovered and recognized their capacity to help in children's EFL learning even without having a command of the English language. Evidence of this is presented in the data analysis section, page 82. Parents express their capacity to help by providing learning materials and resources (Volk & De Acosta, 2001). This sense of consciousness of their helping capacity enhanced the parents' view about themselves as helpers in the EFL process. Parents may experience a sense of incompetence to help in children's EFL homework (Chen & Harris, 2009). This study showed that being involved in students' EFL homework make parents feel capable and useful in children's EFL learning. Thus, this study helped parents to overcome a possible

feeling of being incompetent to contribute to students' EFL processes. Evidence of this is presented in the data analysis section, page 83. It is recommendable for English language teachers to create pedagogical spaces in which parents take part; in this way, parents will probably gain confidence and will become more useful in the EFL process.

As it was indicated in the previous conclusions, parental involvement in children's EFL literacy learning contributes to students' EFL learning outcomes (Widding & Berge, 2014; Necşoi, Porumbu & Beldianu, 2013; Brannon & Dauksas, 2012; Cojocariu & Mares, 2014; and Ávila Daza & Garavito, 2009). These considerations suggest that it is recommendable for EFL teachers to redefine the role of parents in children's EFL learning in a way in which parents receive more opportunities to get involved in the EFL process. In this way, EFL teacher might take advantages of parents' contributions to students' EFL learning.

The implementation of home EFL literacy tasks appears as a good and effective strategy to provide parents the opportunity to get involved in children's EFL learning (Ávila Daza & Garavito, 2009; Kukk et al., 2014). This study demonstrated that when parents participate in the development of EFL homework, parents' attitudes (Petchprasert, 2014; Kukk et al., 2014), parents' cognitive and emotional support (He et al., 2015), and parents' tasks orientations (Desforges & Abouchaar, 2003) provoke positive attitudes and behaviors of students toward EFL and EFL homework. These ideas suggest that EFL teachers should redefine the role of EFL homework and start seeing the home EFL assignments as a parents-related homework that may serve as parental involvement strategy. EFL teachers should understand that students have more possibilities to obtain higher EFL learning results when parents and schools work together (Henderson & Mapp, 2002).

Finally, I recommend all these previous considerations to be included in the EFL curriculum of schools, recover parents as helpers in the EFL processes, and give parents the place they deserve in children's education; and more specifically in students' EFL literacy learning.

Challenges

As usual in any research process, this study faced some challenges. The first challenge that I would like to mention is the scope of the study. This research project worked with 16 students and 16 parents which might be a short sample; if we think of a full course, the usual quantity of students in a course is between 25 and 30 students. Additionally to this, the home observations were possible to be carried out only in 3 homes. Even though the results of the study were satisfactory to me as a researcher, I would have liked to account with a bigger sample to research.

The second challenge to be described is the relatively short time in which this study had to be developed. Probably, I would have been able to visit more than three homes if the time established to carry out this thesis research would have been longer.

Finally, the third challenge for this study was probably the fact that there were aspects of parental involvement in EFL literacy learning that were not studied. For example the children's EFL linguistic outcomes after a determined time of parental involvement in students' EFL literacy tasks at home without training or the pedagogical effects of a parental training program to assist EFL homework development on students' EFL learning outcomes. These ideas may be interesting topics for further research on parental involvement in children's EFL learning.

Kupzyk et al. (2011) suggest that schools should create opportunities for parents to develop strategies to help children with homework; in the case of the English language subject, parents should receive a kind of preparation to be able to help children with the EFL homework in a more effective manner. To close this research report, and considering the previous idea, I would like to

propose two possible research questions for further research; 1) what possible EFL linguistic improvements do students obtain after parental involvement in EFL literacy tasks at home? And 2) what are the pedagogical effects of a parental training program to assist EFL homework development on children's EFL learning outcomes?

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Appendix A

Sample of Informed Consent Letter for Parents



Universidad Surcolombiana
Nit. 891.180.084-2



SC 7384 - 1



GP 205 - 1



CO - SC 7384 - 1

Facultad de Educación
Maestría en Didáctica del Inglés

Carta de consentimiento informado

Proyecto de investigación:

Exploring Parents and Students' roles in the EFL Literacy Learning

Explorando los Roles de los Padres de Familia y los estudiantes en el aprendizaje del Inglés como Lengua Extranjera

Yo, **Sergio Aldemar Hurtado Torres**, estudiante de la Maestría en Didáctica del Inglés, me encuentro realizando una investigación como requisito de grado. El objetivo de la investigación es explorar los eventos de aprendizaje del inglés que suceden en los hogares de los estudiantes con el fin de determinar la potencial ayuda que los padres podrían brindar a sus hijos(as) en el aprendizaje de la lengua Extranjera-Inglés.

Para el desarrollo de este estudio se requiere la participación suya y de su hijo(a) mediante la asistencia a clases, respuesta de cuestionarios, encuestas, grabaciones de audio-orales, grabaciones en video, realización de tareas, entre otras actividades.

La participación suya y de su hijo(a) es voluntaria y si desea retirarse no tendrá consecuencias negativas de ninguna naturaleza. El informe final de la investigación no hará referencia a los nombres de los participantes ni a ninguna característica que los identifique. La información recolectada y los análisis correspondientes solamente se utilizarán para responder los objetivos del proyecto. Copia del informe final reposará en la Institución, la cual ha sido informada sobre el desarrollo del proyecto.

Consentimiento informado por parte del Padre de familia.

Firma:

Fecha:

Nombre del estudiante:

Appendix B

Informed letter for School

El Doncello, 12 de Agosto de 2015.



Especialista:

EDGAR ALONSO COLLAZOS OME
Rector Institución Educativa Jorge Abel Molina
Ciudad

En calidad de docente de la asignatura de lengua extranjera – inglés de esta institución educativa, me permito informar que durante los periodos académicos tercero y cuarto del presente año, estaré llevando a cabo una investigación educativa con participación de los estudiantes de grado 9° y sus respectivos padres de familia. Realizo este estudio como trabajo de grado de la maestría en didáctica del inglés de la Universidad Surcolombiana. Cabe mencionar que contaré con la autorización de dichos padres y la cooperación de los estudiantes. La investigación tendrá como objetivo explorar los roles de los padres y los estudiantes en el desarrollo de tareas de inglés en sus hogares. Los estudiantes desarrollarán tareas de inglés con sus padres y se analizarán los comportamientos referentes al aprendizaje del inglés con el fin de determinar las maneras en que los padres podrían contribuir a que los niños aprendan mejor el inglés.

Mis acciones investigativas no alterarán el plan de estudios ni la normalidad académica de los estudiantes participantes. A demás, se espera que los resultados de este estudio tengan un impacto positivo tanto en los padres como en los estudiantes y que los hallazgos sirvan de soporte para la toma de decisiones curriculares referentes a la estructura y metodología de la enseñanza del inglés en nuestra institución.

Cordialmente,

A handwritten signature in black ink, appearing to be "Sergio Aldeamar Hurtado Torres".

SERGIO ALDEMAR HURTADO TORRES
CC. 1117.492.211 de Florencia
Docente de lengua extranjera – inglés
Candidato a magister Universidad Surcolombiana

Appendix C

Sample of Students' Artifacts



EFL LITERACY TASK 1

Realised by: Juan Sebastian

Activity 1: Ask your father or mother about the origins of your name. Do this in Spanish because your parents are not English speakers. Ask the following questions and take notes of the answers:

- Who did participate in the selection of my name? And, which were the names proposed by them? (Fill in the blanks below with the information obtained).

Example: "tu padre propuso que te llamáramos Juan David".

Name: <u>Miguel</u>	Relationship: <u>Father</u>	Proposed name: <u>Juan David</u>
Name: <u>Yeison</u>	Relationship: <u>Father</u>	Proposed name: <u>Juan</u>
Name: <u>Martha</u>	Relationship: <u>Mother</u>	Proposed name: <u>Sebastian</u>
Name: _____	Relationship: _____	Proposed name: _____
Name: _____	Relationship: _____	Proposed name: _____
Name: _____	Relationship: _____	Proposed name: _____
Name: _____	Relationship: _____	Proposed name: _____

- What was the main reason for choosing my name and not another? (Write the answer in the lines below).

My dad and my mom named me Juan Sebastian for their meaning.

Activity 2: Write a short paragraph telling the story of your name. Use the information collected in activity 1 and your own knowledge. (Remember the worksheet implemented in the lesson on past Monday 24th.)

In the year 1999, I was named Juan Sebastian my dad yeison proposed name Juan for his meaning is to be faithful to God and my mom proposed name Sebastian for its meaning which is to have a superior

Appendix D

Sample of Transcript of home Interactions (Observations)

Transcription of First EFL Literacy Task – Student 2

August 25, 2015

A: Aunt S: Student

- S: eee tía, es pa' que pa' que me ayude a hacer esta tarea. (Señala la fotocopia).
- A: ¿sobre qué es la tarea?
- S: eee es que aquí dice unas preguntas que... que pa' saber quienes participaron en la elección de mi nombre.
- A: la elección de su nombre y ¿que mas es? ¿Solo eso?
- S: si, no y también que ¿qué nombres propusieron?
- A: que nombres propusieron... pues su mamá y su papá fueron los que le pusieron ese nombre. En un principio me dijeron dique era... era Santiago, pero se definieron por Juan.
- S: pero ¿quien dijo que Santiago?
- A: Santiago había dicho, había dicho su mamá. Pero su papá le le gustó mucho Juan, porque... su nombre, el nombre Juan es de un origen hebreo.
- (Espera mientras el estudiante toma nota).
- Es de origen hebreo que es ser fiel a Dios. Es el significado bíblico de Juan
- S: entonces por eso... ¡por eso me pusieron Juan!
- A: ajá
- S: y ¿Quién más participó?
- A: está entre... su papá le puso Juan y su mamá le puso Sebastián. Entonces ahí los acompañaron los dos... quedó Juan Sebastián.
- S: mmmmm!
- A: entonces Santiago lo echaron a un ladito y quedó Juan Sebastián.
- S: aaa... y ¿nadie mas participó?
- A: pues que yo sepa no. porque Sebastián su mamá le puso porque... para que compaginara con lo que era Juan... porque Sebastián es de origen griego, ese es de origen griego.
- S: ¿Sebastián?
- A: Sebastián (asintiendo con la cabeza), Sebastián es de origen griego. Juan es de origen Hebreo. ¿Ya?
- Porque... Sebastián es honrar a Dios.
- S: mmm... entonces me pusieron Juan...
- A: Juan Sebastián.
- S: por su significado.
- A: por su significado (asintiendo con la cabeza). Son significados bíblicos.
- Póngale ahí el origen, el origen para que sepa bien que es...
- S: entonces Juan, ¿Juan era?...
- A: Juan fue hebreo. Es de origen hebreo. Y Sebastián...
- S: Juan de origen hebreo.
- A: eso, y Sebastián es de un origen griego.
- S: ¿hebreo es con "H"?
- A: jaja ¿Hebreo con "H"? A si hebreo es con "H".
- S: hebreo. Y Sebastián...
- A: de origen griego. Bueno... Juan es... el significado de Juan es que es "ser fiel a Dios".
- S: su significado es... ser fiel a Dios...
- A: ser fiel a Dios (asintiendo con la cabeza).
- S: entonces... Sebastián de origen griego...
- A: es honrar o reverenciar.
- S: ¿o reverenciar?
- A: ¡exacto!
- S: ¿con B larga?

Appendix E

Sample of Survey 1 for Parents

Universidad Surcolombiana
Master's Program of English Didactics
Questionnaire 1 – Open Questions

Buenos días. Primero que todo quiero informarle que este cuestionario hace parte del proyecto de investigación sobre los roles de los padres y los estudiantes en el proceso de enseñanza-aprendizaje el inglés como lengua extranjera. A demás le quiero recordar que la información recolectada será utilizada con fines estrictamente investigativos y su identidad, al igual que todos los nombres que puedan ser mencionados en este documento serán protegidos. Teniendo en cuenta esto, ¿Está de acuerdo en contestar esta serie de preguntas?

SI _____ NO _____

Para comenzar, quisiera recordar un poco los principales eventos ocurridos durante el proceso de investigación. Recordemos que fueron cuatro las tareas en las que usted trabajó junto con su hijo(a). La primera tarea fue sobre el origen del nombre del estudiante, la segunda tenía que ver con tomar la decisión de cual casa arrendar de dos opciones posibles, la tercera era sobre la descripción de un familiar que ya falleció y la cuarta fue sobre enfermedades comunes y sus remedios. Seguramente usted recuerda todas las tareas.

Primera Fase: preguntas asociadas a la pregunta de investigación y los objetivos.

Preguntas:

1. Por favor, escriba como le pareció la experiencia de ayudar a su hijo(a) en el desarrollo de tareas de la asignatura de inglés. Cosas que le hayan gustado y cosas que no le hayan gustado.

¿Por qué? ¿Qué razones tiene usted para pensar de esa manera?

2. **¿Qué situaciones le parecieron interesantes durante el desarrollo de las tareas en casa? y ¿por qué le pareció interesante?**

3. **¿Cómo se sintió mientras ayudaba a su hijo(a) a realizar las tareas de inglés? y ¿por qué se sintió así?**

4. **¿Qué opina sobre esta estrategia de que los padres estén más involucrados en el aprendizaje de los hijos, por ejemplo en las tareas? y ¿por qué?**

5. **¿En qué aspectos siente que usted ha ayudado a su hijo(a) en estas semanas de proceso? y ¿por qué?**

6. **¿Cómo se siente ahora, después de haber vivido esta experiencia de ayudar a su hijo(a) en las tareas de inglés? y ¿por qué?**

Segunda Fase: preguntas asociadas a los hallazgos y conclusiones preliminares.

Preguntas:

1. Hasta el momento la investigación está mostrando que los padres de familia tienen la capacidad de facilitarles condiciones de aprendizaje a los hijos, preguntar constantemente por las tareas de los hijos y su rendimiento académico, dar retroalimentación, y ayudar sus hijos a formar una idea positiva hacia el inglés; **¿usted qué opina? ¿usted considera que puede hacer ese tipo de cosas por su hijo(a) para ayudar en su aprendizaje del inglés? y ¿por qué cree usted eso?**

2. En otras ocasiones se ha dicho que los padres no pueden ayudar a los hijos con las cosas del inglés debido a que no saben nada de inglés. **¿Qué opina sobre eso ahora, después de haber tenido la experiencia de trabajar con su hijo(a) en las tareas de inglés? y ¿por qué?**

3. Al parecer, aunque los padres de familia no sepan inglés, ellos pueden ayudar a los hijos en otras cosas como por ejemplo: estar pendiente de las tareas de los hijos, facilitarles a los hijos las condiciones óptimas de aprendizaje (*que tengan su diccionario, que tengan tiempo para las tareas y trabajos, que tengan los materiales necesarios para las tareas, aconsejarlos para que se esfuercen y le pongan más entusiasmo al estudio, hacerles sugerencias y correcciones sobre organización, coherencia y buena presentación, entre otros.*) **¿siente que ha cambiado algo en usted después de esta experiencia? ¿en qué ha cambiado? ¿por qué cree que usted ha cambiado de esa manera?**

Appendix F

Sample of Survey 2 for Students

**Universidad Surcolombiana
Master's Program of English Didactics
Qualitative Questionnaire 2**

Buenos días. Primero que todo quiero informarle que este cuestionario hace parte del proyecto de investigación sobre los roles de los padres y los estudiantes en el proceso de enseñanza-aprendizaje el inglés como lengua extranjera. A demás le quiero recordar que la información recolectada será utilizada con fines estrictamente investigativos y su identidad, al igual que todos los nombres que puedan ser mencionados en este documento serán protegidos. Teniendo en cuenta esto, ¿Está de acuerdo en contestar esta serie de preguntas?

SI _____ NO _____

Para comenzar, quisiera recordar un poco los principales eventos ocurridos durante el proceso de investigación. Recordemos que fueron cuatro las tareas en las que usted trabajó junto con su mamá/papá. La primera tarea fue sobre el origen del nombre del estudiante, la segunda tenía que ver con tomar la decisión de cual casa arrendar de dos opciones posibles, la tercera era sobre la descripción de un familiar que ya falleció y la cuarta fue sobre enfermedades comunes y sus remedios. Seguramente usted recuerda todas las tareas.

Primera Fase: preguntas asociadas a la pregunta de investigación y los objetivos. (Obtener más datos)

Preguntas:

1. Por favor, escriba como le pareció la experiencia de trabajar con su mamá/papá en el desarrollo de tareas de la asignatura de inglés. Cosas que le hayan gustado y cosas que no le hayan gustado. Y **¿por qué?**

2. **¿Qué situaciones le parecieron interesantes durante el desarrollo de las tareas en casa? Y ¿Por qué?**

3. **¿Cómo se sintió mientras trabajaba en las tareas de inglés con ayuda de su mamá/papá? Y ¿Por qué?**

4. **¿Qué opina sobre esta estrategia de que los padres estén más involucrados en el aprendizaje de ustedes los estudiantes, por ejemplo en las tareas? Y ¿Por qué?**

5. **¿En qué aspectos siente que su mamá/papá le ayudó más en estas semanas de proceso? Y ¿Por qué?**

6. **¿Cómo se siente ahora, después de haber vivido esta experiencia de trabajar en las tareas de inglés con ayuda de su mamá/papá? Y ¿Por qué?**

Segunda Fase: preguntas asociadas a los hallazgos y conclusiones preliminares.

Preguntas:

1. Hasta el momento la investigación está mostrando que los padres de familia tienen la capacidad de facilitar condiciones de aprendizaje a los hijos, preguntar constantemente por las tareas de los hijos y su rendimiento académico, dar retroalimentación, y ayudar sus hijos a formar una idea positiva hacia el inglés; **¿usted qué opina? ¿usted considera que su mamá/papá hizo esas cosas durante estas semanas de proceso? Y ¿Por qué?**

2. Al parecer, aunque los padres de familia no sepan inglés, ellos pueden ayudar a los hijos en otras cosas como por ejemplo: estar pendiente de las tareas de los hijos, facilitarle a los hijos las condiciones óptimas de aprendizaje (*que tengan su diccionario, que tengan tiempo para las tareas y trabajos, que tengan los materiales necesarios para las tareas*), aconsejarlos para que se esfuercen y le pongan más entusiasmo al estudio, hacerles sugerencias y correcciones sobre organización, coherencia y buena presentación, entre otros. **¿Cuáles de estas ayudas sintió que se cumplieron durante las actividades realizadas durante las 4 semanas de proceso? Y ¿Por qué?**

3. **¿Cree que contar con más apoyo y participación de los padres en las tareas le aporta algo positivo a su actitud hacia las tareas? ¿En qué aspectos se siente favorecido? Y ¿por qué?**

4. **¿Siente que ha cambiado algo en usted después de esta experiencia? ¿En qué ha cambiado? Y ¿Por qué?**

Fin del cuestionario. **Muchas gracias** por su tiempo y su colaboración.

Appendix G

Scripts for Qualitative Interview 1 with Parents

Universidad Surcolombiana
Master's Program of English Didactics
Qualitative Interview 1

Buenos días. Primero que todo quiero informarle que esta conversación está siendo grabada como parte del proyecto de investigación sobre los roles de los padres y los estudiantes en el proceso de enseñanza-aprendizaje el inglés como lengua extranjera. A demás le quiero recordar que la información recolectada será utilizada con fines estrictamente investigativos y su identidad, al igual que todos los nombres que puedan ser mencionados en esta entrevista serán protegidos. Teniendo en cuenta esto, ¿Está de acuerdo en continuar con la entrevista?

Gracias.

Bueno, quisiera empezar recordando un poco los principales eventos ocurridos durante el proceso de investigación.

Recordemos que fueron cuatro las tareas en las que usted trabajó junto con su hijo(a) / sobrino. La primera tarea fue sobre el origen del nombre del estudiante, la segunda tenía que ver con tomar la decisión de cual casa arrendar de dos opciones posibles, la tercera era sobre la descripción de un familiar que ya falleció y la cuarta fue sobre enfermedades comunes y sus remedios. ¿Recuerda todas las tareas?

Primera Fase: preguntas asociadas a la pregunta de investigación y los objetivos. (Obtener más datos)

Preguntas:

1. Por favor, cuénteme como le pareció la experiencia de ayudar a su hijo(a)/sobrino en el desarrollo de tareas de la asignatura de inglés. Cosas que le hayan gustado y cosas que no le hayan gustado. Y **¿por qué cree usted eso? ¿Qué razones tiene para pensar así?**
2. Bueno y **¿qué situaciones le parecieron interesantes durante el desarrollo de las tareas en casa? Y ¿por qué le pareció interesante?**
3. **¿Cómo se sintió mientras ayudaba a su hijo(a)/sobrino a realizar las tareas de inglés? ¿por qué se sintió así?**
4. **¿Qué opina sobre esta estrategia de que los padres estén más involucrados en el aprendizaje de los hijos, por ejemplo en las tareas? ¿por qué?**
5. **¿en qué aspectos siente que usted ha ayudado a su hijo(a)/sobrino en estas semanas de proceso? ¿por qué?**
6. **¿Cómo se siente ahora, después de haber vivido esta experiencia de ayudar a su hijo(a)/sobrino en las tareas de inglés? ¿por qué?**

**Segunda Fase: preguntas asociadas a los hallazgos y conclusiones preliminares.
(Confirmar hipótesis)**

Preguntas:

1. Hasta el momento la investigación está mostrando que los padres de familia tienen la capacidad de facilitarle condiciones de aprendizaje a los hijos, preguntar constantemente por las tareas de los hijos y su rendimiento académico, dar retroalimentación, y ayudar sus hijos a formar una idea positiva hacia el inglés; **¿usted qué opina? ¿usted considera que puede hacer ese tipo de cosas por su hijo(a)/sobrino para ayudar en su aprendizaje del inglés? ¿por qué cree usted eso?**
2. En otras ocasiones se ha dicho que los padres no pueden ayudar a los hijos con las cosas del inglés debido a que no saben nada de inglés. **¿Qué opina sobre eso ahora, después de haber tenido la experiencia de trabajar con su hijo(a)/sobrino en las tareas de inglés? ¿por qué?**
3. Al parecer, aunque los padres de familia no sepan inglés, ellos pueden ayudar a los hijos en otras cosas como por ejemplo: estar pendiente de las tareas de los hijos, facilitarle a los hijos las condiciones óptimas de aprendizaje (*que tengan su diccionario, que tengan tiempo para las tareas y trabajos, que tengan los materiales necesarios para las tareas, aconsejarlos para que se esfuercen y le pongan más entusiasmo al estudio, hacerles sugerencias y correcciones sobre organización, coherencia y buena presentación, entre otros.*) **¿siente que ha cambiado algo en usted después de esta experiencia? ¿en qué ha cambiado? ¿por qué cree que usted ha cambiado de esa manera?**
4. Para finalizar, quisiera que hablemos un poco sobre las políticas educativas. No sé si usted está enterada; pero todo lo que los profesores hacemos en los colegios depende directamente de lo que el gobierno ordena. Y el ministerio de educación y las secretarías de educación son las entidades que manejan la educación en el país. Después de su experiencia participando en este proyecto, **¿Qué mensaje le enviaría al ministerio de educación, a las secretarías de educación, a los rectores y a los mismos docentes en referencia a la participación de los padres de familia en el proceso de aprendizaje y enseñanza del inglés de los niños y niñas de Colombia? ¿por qué cree que eso es importante?**

Bueno, eso es todo en esta entrevista. Muchas gracias por su tiempo y su colaboración.

Appendix H

Scripts for Qualitative Interview 2 with Students

Universidad Surcolombiana
Master's Program of English Didactics
Qualitative Interview 2

Buenos días. Primero que todo quiero informarle que esta conversación está siendo grabada como parte del proyecto de investigación sobre los roles de los padres y los estudiantes en el proceso de enseñanza-aprendizaje del inglés como lengua extranjera. A demás le quiero recordar que la información recolectada será utilizada con fines estrictamente investigativos y su identidad, al igual que todos los nombres que puedan ser mencionados en esta entrevista serán protegidos. Teniendo en cuenta esto, ¿Está de acuerdo en continuar con la entrevista?

Gracias.

Bueno, quisiera empezar recordando un poco los principales eventos ocurridos durante el proceso de investigación.

Recordemos que fueron cuatro las tareas en las que usted trabajó junto con su mamá/tía. La primera tarea fue sobre el origen del nombre del estudiante, la segunda tenía que ver con tomar la decisión de cual casa arrendar de dos opciones posibles, la tercera era sobre la descripción de un familiar que ya falleció y la cuarta fue sobre enfermedades comunes y sus remedios. ¿Recuerda todas las tareas?

Primera Fase: preguntas asociadas a la pregunta de investigación y los objetivos. (Obtener más datos)

Preguntas:

1. Por favor, cuénteme como le pareció la experiencia de trabajar con su mamá/tía en el desarrollo de tareas de la asignatura de inglés. Cosas que le hayan gustado y cosas que no le hayan gustado. Y ¿por qué?
2. ¿Qué situaciones le parecieron interesantes durante el desarrollo de las tareas en casa? Y ¿Por qué?
3. ¿Cómo se sintió mientras trabajaba en las tareas de inglés con ayuda de su mamá/tía? Y ¿Por qué?
4. ¿Qué opina sobre esta estrategia de que los padres estén más involucrados en el aprendizaje de ustedes los estudiantes, por ejemplo en las tareas? Y ¿Por qué?
5. ¿en qué aspectos siente que su mamá/tía le ayudó más en estas semanas de proceso? Y ¿Por qué?
6. ¿Cómo se siente ahora, después de haber vivido esta experiencia de trabajar en las tareas de inglés con ayuda de su mamá/tía? Y ¿Por qué?

**Segunda Fase: preguntas asociadas a los hallazgos y conclusiones preliminares.
(Confirmar hipótesis)**

Preguntas:

1. Hasta el momento la investigación está mostrando que los padres de familia tienen la capacidad de facilitarle condiciones de aprendizaje a los hijos, preguntar constantemente por las tareas de los hijos y su rendimiento académico, dar retroalimentación, y ayudar sus hijos a formar una idea positiva hacia el inglés; **¿usted qué opina? ¿usted considera que su mamá/tía hizo esas cosas durante estas semanas de proceso? Y ¿Por qué?**
2. Al parecer, aunque los padres de familia no sepan inglés, ellos pueden ayudar a los hijos en otras cosas como por ejemplo: estar pendiente de las tareas de los hijos, facilitarle a los hijos las condiciones óptimas de aprendizaje (*que tengan su diccionario, que tengan tiempo para las tareas y trabajos, que tengan los materiales necesarios para las tareas*), aconsejarlos para que se esfuercen y le pongan más entusiasmo al estudio, hacerles sugerencias y correcciones sobre organización, coherencia y buena presentación, entre otros. **¿Cuáles de estas ayudas sintió que se cumplieron durante las actividades realizadas durante las 4 semanas de proceso? Y ¿Por qué?**
3. **¿cree que contar con más apoyo y participación de los padres en las tareas le aporta algo positivo a su actitud hacia las tareas? ¿En qué aspectos se siente favorecido? Y ¿por qué?**
4. **¿siente que ha cambiado algo en usted después de esta experiencia? ¿en qué ha cambiado? Y ¿Por qué?**

Bueno, eso es todo en esta entrevista. Muchas gracias por su tiempo y su colaboración.